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Dear UBEA Member

The space usually allocated to an informal report of events and activities at the UBEA Headquarters Office is contributed this month to the National Unity Implementing Committee in Business Education representing Eastern Business Teachers Association, National Business Teachers Association, Southern Business Education Association, Mountain-Plains Business Education Association, Western Business Education Association, and United Business Education Association (NEA). The Committee requested that the proposed plan be published without comment in the October issue of BUSINESS EDUCATION FORUM. The Administrative Committee of UBEA is pleased to comply with the request.

Hollis Guy, Executive Director of UBEA

\* \* \* \* \*

#### THE IMPLEMENTATION PLAN FOR NATIONAL UNITY IN BUSINESS EDUCATION

##### Foreword

Efforts to secure national unity in business education of autonomous professional associations should involve all presently constituted regional and national professional business education associations. In these unified efforts, individual association rights, practices, and traditions have been considered in relation to the rights, privileges, and responsibilities of the total field of business education.

National unity in business education among the national and regional professional associations in business education might well result in the following desirable outcomes:

- |                |  |
|----------------|--|
| (Spokesman)    | 1. A representative spokesman for business education at all levels.  |
| (Conventions)  | 2. Encouragement to regional professional associations in business education to conduct professional conventions and to provide organizational centers for effective participation and cooperation in all phases of business education.                                      |
| (Membership)   | 3. Unified membership dues that are reasonable yet adequate to conduct effective programs at various levels of service.  |
| (Publications) | 4. A unified publications program in the form of a yearbook, a monthly periodical, and other literature of such scope as to stimulate sufficient quantitative and qualitative writings as business educators will want to develop and will have time to read and assimilate. |
| (Coordination) | 5. An alert contact with all phases of education to the end that both business education and the total program of education can be served best.  |
| (Leadership)   | 6. A dynamic program to develop professional leadership in business education at all levels.   |
| (Service)      | 7. Development of an effective program of service in business education.   |

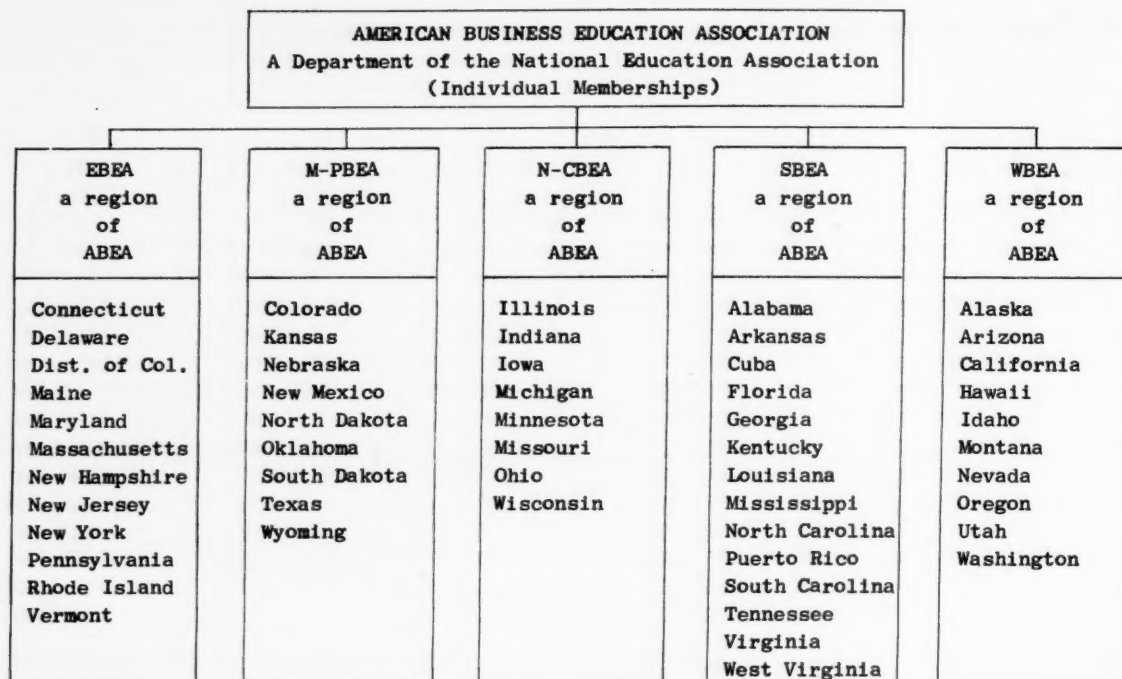
##### MEMBERSHIP ORGANIZATION

Membership in a regional association and the national association shall be unified and these individual memberships shall constitute a Department of the National Education Association. The name of the national association shall be American Business Education Association. The names of the regional associations shall be Eastern Business Education Association, Mountain-Plains Business Education Association, North-Central Business Education Association, Southern Business Education Association, and Western Business Education Association.

Unified membership shall be promoted on a cooperative basis by both the national and regional associations.

The membership year shall be July 1 to June 30.

(Over, please)



Memberships from Canada shall be vested in the regions to which they are adjacent. Memberships from other countries shall be vested in the regions of the member's choice.

**THE OFFICERS AND EXECUTIVE BOARD  
of the  
AMERICAN BUSINESS EDUCATION ASSOCIATION**

**A. The Officers**

1. The officers shall be: president, vice-president, treasurer, and the immediate past-president of the Executive Board.
2. The officers shall be elected by the Executive Board.
3. The officers of the Executive Board shall also serve as the officers of American Business Education Association.
4. The officers shall be selected in the following manner:
  - a. The president and the vice-president shall be persons who have been elected from the regional associations. They must either be members of the Executive Board, or have served on the Board at some time during the five years immediately prior to their election. (The regional presidents shall be considered as elected representatives.) The term of office shall be for one year.
  - b. The president of the Executive Board shall be chosen so that within a five-year period each region shall have provided a president.
  - c. The treasurer shall be elected from the membership of the Executive Board. The term of office shall be for one year.

**B. The Executive Board**

The Executive Board of the American Business Education Association shall serve as a policy-making body. It shall act cooperatively with the regional business education associations, with the NEA, and with those responsible for effecting the various functions of business education.

The Executive Board of American Business Education Association shall maintain an Executive Director and a staff in the NEA Education Center in Washington, D.C., under an arrangement similar to

(Please turn to page 51)



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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.

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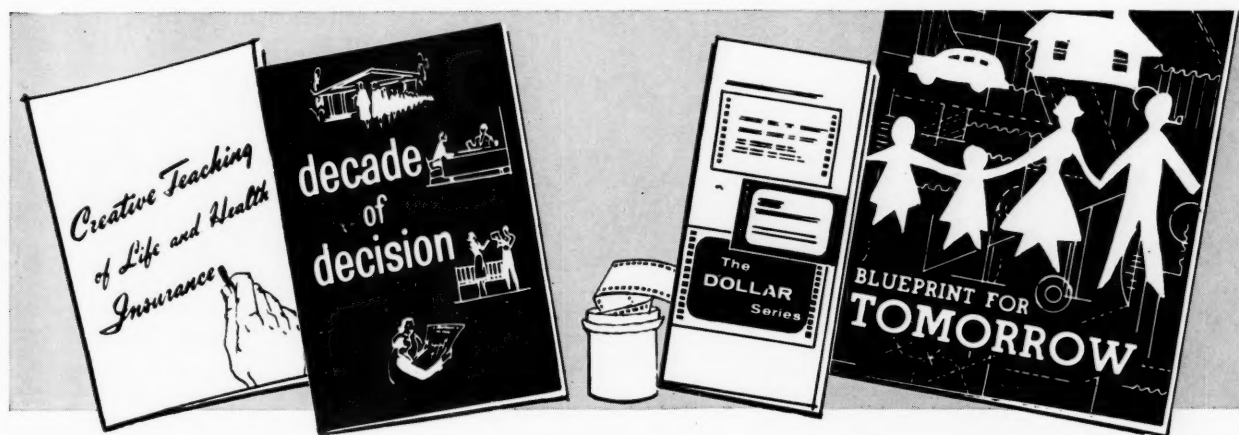
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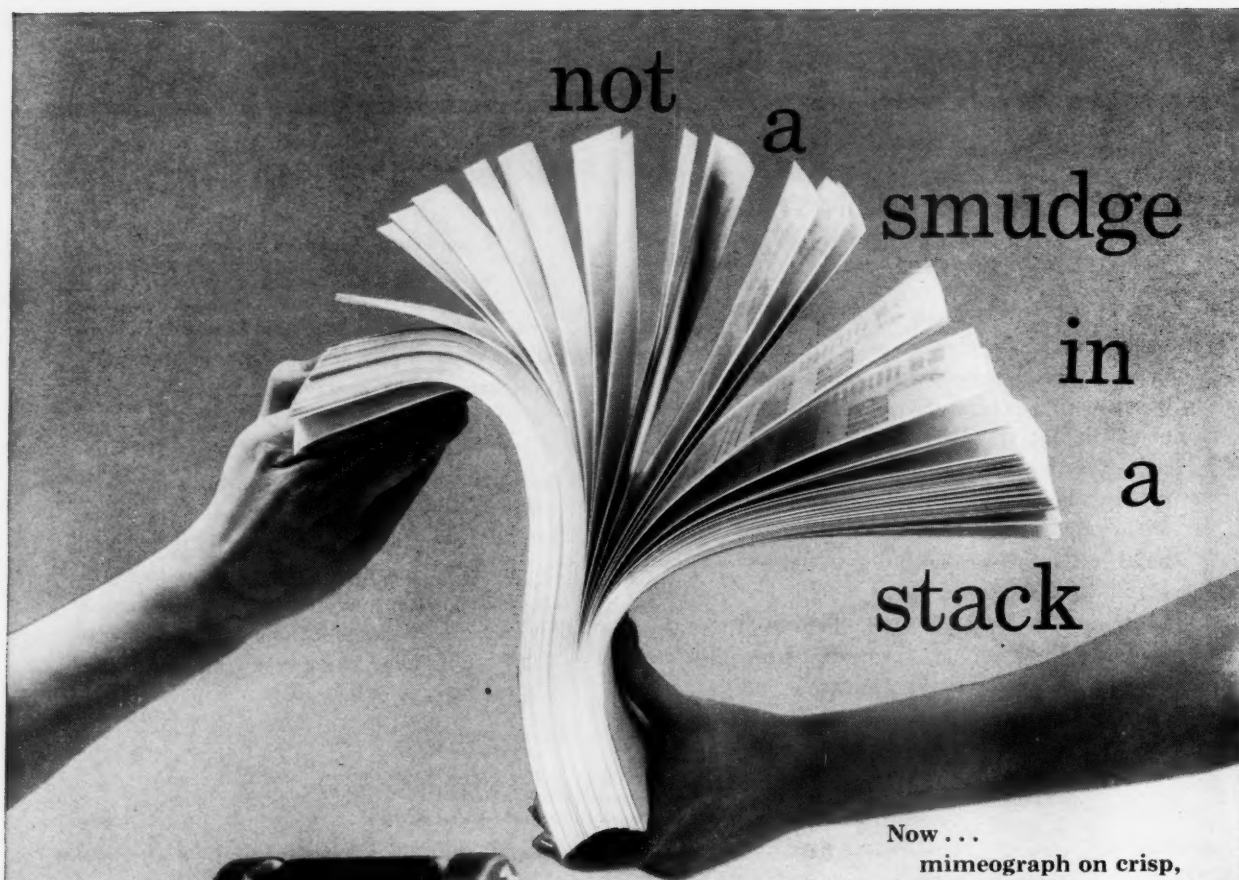
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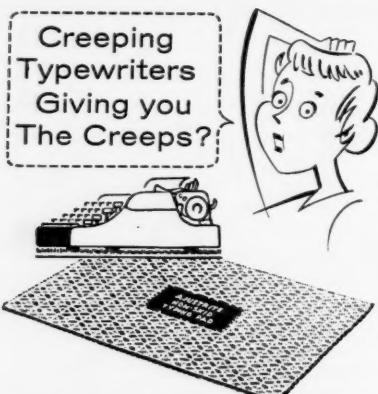
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The

## FORUM

### This Issue of the FORUM

Throughout the summer, many business educators have attended special workshops, summer school sessions, national and regional conventions, and other meetings where they reviewed and evaluated the business education program. In an effort to concentrate further on this evaluative process, the Eastern Region of UBEA has scheduled a special invitational conference to formulate guidelines for achieving balance in the business education curriculum (see page 37).

The Feature Section in this issue of the FORUM (pages 11-23) presents one aspect of the evaluative process in an interesting two-article discussion of the pros and cons of abbreviated longhand systems. The other feature articles discuss the background information essential in a proper evaluation of the shorthand-transcription program as well as methods of upgrading the teaching of transcription.

Articles in the Services Section (pages 25-34) emphasize the practical "how-to-do-it" type of information that makes the FORUM so popular with business teachers. Each article has implications which emphasize the importance of business education as a part of the total secondary school program.

Although the news stories in the In Action Section (pages 36-44) are filled with information on the events within UBEA and the regional and state associations, there is not enough space to tell the complete UBEA-business education story. Members of UBEA will want to inspect the progress reports concerning some of the important UBEA activities as well as the programs scheduled for the various state and area associations.

In June, FBLaers of all ages gathered in Chicago for the ninth annual convention. The report (pages 45-46) presents only a portion of the exciting story which can be told about an FBLa convention.

Editor: Shorthand Forum  
ARNOLD CONDON  
University of Illinois  
Urbana, Illinois

# A Look at Shorthand

THIS ISSUE of the Shorthand Forum has been planned to answer some of our questions and to stimulate our thinking regarding shorthand in the decade ahead. Although I have been teaching my favorite subject, shorthand, for over a quarter of a century, I must admit that I have had moments of doubt regarding its future. For instance, what about the future role of shorthand in business? Will automation make shorthand obsolete? Are recording devices finally making shorthand passé? Will shorthand continue to be an important subject on the high school and college levels? Can shorthand be taught more effectively in a shorter period of time? How effective are our teaching methods?

In this time of change, we must not allow ourselves to become complacent. We must be ready and willing to accept change when it becomes apparent that change is necessary. It is reasonable to believe that the years ahead will bring further revisions and simplifications in our shorthand systems that will result in a reduction in memory load but with a good speed potential. It seems desirable that special shorthand courses will be written to meet the specific needs of different student groups such as:

1. A large group of average-ability students who will still need a two-year course to insure the acquisition of vocational competency.
2. A new group of superior-ability students (largely college preparatory) who will need a one-year intensive course serving the dual purpose of personal and business use.
3. A large group of evening-adult students who will need a truly brief course.

But let us see what our experts have to say about some of these problems: Herbert Tonne in the lead article discusses the present and future of shorthand. Next, Mildred E. Reed presents ideas that should motivate and inspire teachers to develop better teaching procedures. This is followed by two points of view on the abbreviated longhand systems. Herbert Freeman and George Wagoner present the opposing viewpoints. The final article by Louis A. Leslie presents a brief history of Gregg shorthand covering the period from 1888 to 1960.—ARNOLD CONDON, *Issue Editor*.

Publications are an important service of UBEA. Evidence of this is available by a look at the UBEA Publications List (pages 47-50). Business educators will want to refer to this list again and again for items to secure and use throughout the coming year.

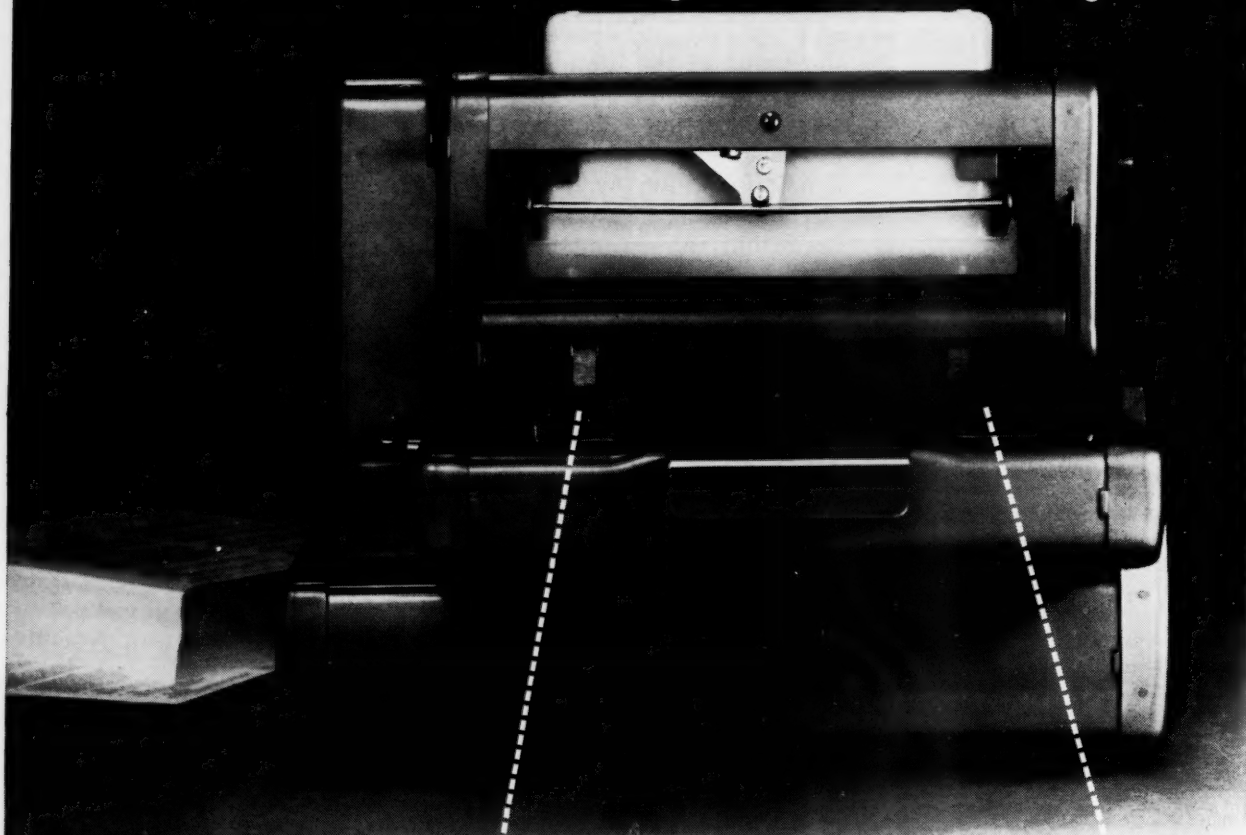
### Next Issue of the FORUM

"Typewriting for All High School Students" is the title of one of the many exciting articles scheduled for the November issue of the FORUM. The contributor describes a plan used in his school which had emphasized only the "academic" subjects until parents, teachers, and students alike demonstrated the need for typewriting for all. You won't want

to miss this and the other articles on television in the typewriting classroom, composition at the typewriter, and the efficient checking of students' papers.

"Perpetuation of the species" might be the label attached to the article which opens the Services Section of the November FORUM. The contributor discusses the important role of business teachers in seeing that the best business education students are informed about the teaching profession and are encouraged to review the opportunities in this area. Other topics included are business experience for the general clerical teacher, in-service instruction for stenographers, the role of guidance in basic business, and stenographic and typewriting standards in business.—D.C.C.

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## The Present and Future of Shorthand

by **HERBERT A. TONNE**

New York University, New York, New York

Shorthand is now taught annually to well over one-half million students and only something between a quarter to a seventh of these students take two years of shorthand. The pressure of the solids toward taking over more of the high school curriculum undoubtedly is having its influence upon enrollments in shorthand. However, it would be not only unwise but contrary to all the evidences to assume that shorthand will drop to a negligible subject in the secondary schools. All the evidences of job needs as found in the newspapers and employment agencies and the eagerness with which even marginally competent stenographic students are hired indicates the contrary.

There are, it is true, several factors which are creating pressures against traditional manual shorthand. Most of these pressures need have no significant influence on enrollment in secondary school shorthand and some may even increase enrollment if these challenges are met straightforwardly. They will require some adjustments in teaching procedures if the present status is to be maintained or improved, but these adjustments should be difficult only for those who insist that the world will not change for them though it does for everyone else. Eight possible influences are presented here.

### Machine Shorthand

1. Machine shorthand will continue to have an attritional influence upon traditional manual shorthand for court and convention reporting. However, there has been little tendency for machine shorthand to make significant inroads in the office for usual dictation purposes. The present evidence is that a drastic change in procedure for the sales of shorthand machines and a major re-education of the businessman would be required to make it possible for machine shorthand to receive a major impetus in office dictation use.

### Dictating Machines

2. Dictating machines have a permanent and major place in facilitating office dictation. Typically such ma-

chines are used for routine and standardized technical dictation by dictators who have not arrived at the top rungs of responsibility in their field. In cases where the service of the administrator is of such value that he justifies the help of an administrative assistant there is a strong tendency to continue the use of manual shorthand. There is evidence that dictating machines are used not so much because of their superiority, but rather because it is possible to use less expensive help for routine work and because better control of quantity of production can be maintained. Dictating machines have been in use for many years, but there is little evidence that they will replace completely the use of manual shorthand. In many cities there is a consistently greater demand for manual shorthand workers than there is for dictating machine operators. The great contribution of the dictating machine is that it has made it possible to cope with the serious shortage of stenographers and still provide for the increased need for communications services in business.

### Machine Letter Writing

3. There has been much talk about a machine that will produce written mailable letters from direct dictation. There was talk in 1945 about such a machine having been produced in Germany during the war, but actual investigation shows that the device was a day-dreaming idea for some time in the distant future. Every few years the idea is written up by some forward-looking thinker. Many ideas are put forth, but few actually come to the level of reality. A machine which (a) could differentiate all the minute variations in pronunciation that characterize the English language, (b) translate these results into the highly idiosyncratic spelling we use in English, (c) provide for needed improvement of English usage and grammar, (d) automatically take care of punctuation and paragraphing, and (e) finally set up a letter with some degree of artistic balance would be an invention indeed and assuredly would be expensive. I think by comparison the cost of such a machine would

## ***Most students in high school now take only one year of shorthand.***

make even a stenographer at \$100 a week an inexpensive service. Moreover, the machine would still lack the personality and atmosphere that many, if not most, secretaries provide.

### **Abbreviated Longhand**

4. Various systems of abbreviated longhand alphabetic systems for taking dictation and combinations of such systems with shorthand adaptations have been advocated for many years. In recent years they have gained a foothold in the private and even in the public schools, and there are many authenticated cases of successful users of these procedures on the job. The proportion of such cases to the total number of stenographers is minute. In many cases the systems are advocated only for personal use. Where they are used vocationally they seem to have their greatest success in giving workers skilled in other occupational work a chance to get a toe-hold in business and thus be able to demonstrate their major skill. There has been little research into the use of abbreviated longhand for use in office dictation and none that is even definitely suggestive of the possibilities for real time saving and maximum top speed.

### **Simplified Systems**

5. The streamlining of the traditional manual shorthand systems now in use offers distinct possibilities. It is usually suggested that the shift from the Anniversary Edition of Gregg Shorthand to the Simplified Gregg Shorthand has had no significant impact on the top speed that can be acquired or on the speed with which such speed can be acquired. No valid research is available on this question. Many competent users of both versions of Gregg Shorthand do, however, believe that the top level of speed has been lowered. Since the higher speeds required for court and convention reporting are no longer usual for manual shorthand writers the question is probably meaningless. There is little doubt that the further simplification to the level of the shorthand alphabet with possibly a dozen, or at the most two dozen, phrases will lower the top level of speed. How much will it lower this level? To 100 words a minute? To 90 words a minute? If the top level is lowered no more than this for the usual learner then it is probably more than sufficient for the usual stenographer on the job. Such simplification should help significantly in reducing the time required for learning the basic skill (theory) and thus allow much more time for dictation practice and achievement of transcription skill. Moreover the use of a completely streamlined shorthand will have the advantage that anyone who needs more speed can learn a more complete version of shorthand by superimposing it on his competency in the streamlined version just as court reporters developed their shortcuts on top of the traditional manual version.

A streamlined shorthand, if wisely developed with adequate textbook material and thoroughly promoted by teachers and publishers, offers, in the opinion of

quite a number of forward-looking observers of the field, the best possible solution for coping with the numerous factors that are impinging on the place of manual shorthand in both the private business and in the public schools.

A Gregg Notehand for personal use only has been made available in the autumn of 1960. Whether the ultimate destiny of this version will be to serve as a personal use system or whether it will serve as the basis for an initial job version of shorthand is a question that cannot be answered. The publisher will have some influence, but naturally this influence will in large measure be based on the reception given it by teachers and students and what use they make of the streamlined version.

### **One-Year Shorthand**

6. The fact that most students in high school now take only one year of shorthand should have a significant influence on shorthand theory. Most teachers of shorthand question whether adequate mastery of the basic skill can be developed in that length of time. Even if it can be, this brief period of learning leaves little or no time for attaining skill in transcription which most teachers recognize as vitally necessary to job preparation. On a parallel level students who go to private business schools are reluctant to spend a full year in learning shorthand skill to use on their initial job to secure a position which usually pays little more than that given to the completely unskilled worker at the beginner level.

This trend toward an enrollment limitation of one year also tends to give encouragement to the development of a version of shorthand that is as simple as it possibly can be. It would make possible the learning of theory in a minimum of time, provide more time for automatization, and provide more time for transcription skill development.

### **Brighter Student and Shorthand**

7. Business teachers have always complained that they were not able to attract enough brighter students to their program. If it is possible to reduce the program of basic skill learning it is quite probable that a larger number of brighter students will become intrigued with shorthand.

There seems little likelihood of a letup in the near future of the pressure for an increased number of "solids" in the secondary schools. Therefore it seems most desirable for business teachers to organize their offerings so as to make it possible to give a minimum program of instruction for an initial job and adjust to the very limited amount of time that may be available to the more able students for learning an initial job skill superimposed on a full program of "solids."

### **Coping with Slower Students**

8. Shorthand teachers find slow students a problem. They cannot keep up with the class, lose interest and

soon drop out to avoid failure. If these students could be put in classes by themselves and given more time they often could make a success of shorthand learning.

In the case of slow students there is no pressure for a full program of solids. Therefore a full two-year program in shorthand learning may be provided for them. Obviously such segregation is possible only in larger schools.

These learners can best profit from a minimum skill, and need lots of time for integration of further work in English with transcription. When a minimum skill is thoroughly mastered by these students they often become highly competent routine workers. There are many opportunities for such workers in business offices.

#### **Shorthand in College**

9. The recent demand that shorthand and related subjects be dropped from the collegiate school of business and from the liberal arts college should increase enrollment opportunities in the junior colleges, community colleges, and in private business schools. In the many areas where there are few junior and community colleges the benefits should accrue to the private business school. To the extent to which the emphasis on "solids" in the secondary school prevents students from taking shorthand there should also be a shift upward of enrollments to the post-secondary schools.

10. New systems of shorthand will probably continue to be developed in the future just as they have been in the past. However, their likelihood of success depends upon whether or not they can present some unusual advantages.

#### **In Conclusion**

The preceding opinions are not based on research. At best they can be labeled as the result of careful observation and much discussion, and they certainly are not offered dogmatically. Whether, and to what extent, the opinions presented materialize depends on many factors within the field of business education and in the field of education as a whole. Part of what happens in the future depends upon the teachers and publishers. If they will streamline their subject matter more effectively and make their textbooks more usable, then the opportunities for learning will be greatly enhanced not only for the usual students, but for the nonacademic and more importantly for the most able students. It is quite likely that although the period of time devoted to shorthand may greatly decrease in the high schools, the numbers enrolled may increase tremendously. The net result may be that more actual shorthand classes may be in existence ten years from now than there are at present. This possible outcome depends on how effectively we meet the current influences. # #

## **An Eclectic Method for Developing Transcription Skill**

by **MILDRED E. REED**

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A method has been defined as "a group of compatible devices directed toward a desired objective." "Eclectic" means "choosing from various sources or systems according to taste or opinion."

From these combined definitions, associated with the word "transcription," it can be deduced that an eclectic method for developing transcription skill is a series of techniques or devices or ideas "snatched" from other sources and applied toward a prescribed objective in a logical sequence of activities. When directed toward the ultimate goal of producing mailable copy with speed and accuracy, these activities should result in a natural, almost intuitive, performance of the skill.

Whatever the method used, it must adhere to the basic psychological principles of skill building so that the student progresses "painlessly" from one step to another without being obviously aware that he is putting forth added effort.

To accomplish this transition, a good method must:

Tie the new learning in with something familiar.

Be as simple as possible at the beginning, and then proceed to the more complex.

Be fun—interesting—but at the same time, challenging and stimulating.

Provide variety in such a way that new practices contain many of the components of the previous ones.



## **A good method must make the student feel successful.**

Make the student feel successful—that he is progressing with each step.

These requirements of a good method can be realized by developing beginning skill in short spurts using easy material; coordinating these short spurts into longer ones while retaining the skill; and then progressing to more difficult material and sustained skill. The eclectic method embodies these criteria.

### **Developing Transcription Skill**

Any discussion of a method for developing skill in any area must take into consideration two concomitants—building the skill and then forcing that skill.

*Building Transcription Skill.* The fundamental factors that are basic to building transcription skill revolve around the everyday activities that take place in our classrooms. These activities are those that are concerned with the learning, the refining, and the perfecting of the knowledges, along with their related uses, that make up the skill.

Teachers must teach and students must know and write “good shorthand.” This means overlearning and overteaching the principles and theory found in the shorthand textbooks of today as suggested in the teacher’s handbooks and the methods textbooks in the field. It means students of shorthand must instantaneously associate sounds with symbols, and just as instantaneously combine these symbols into legible shorthand outlines. A student cannot hear the word *team*, write *j e m*, and expect to read the word *team* with any degree of success. If a student cannot read the outline he has written, how is he going to transcribe it?

“Good shorthand” also means the spontaneous recall of the recommended outlines for a large segment of the most commonly used words and phrases. This calls for an almost kinesthetic response to the spoken word. It is a logical assumption that if a student knows the correct shorthand outline and writes the correct shorthand outline, transcribing the outline without hesitation will be easier. This spontaneous recall will be aided by the automatization of brief forms, brief form derivatives, and simple phrases.

Immediate improvisation of a recognizable outline for words that cannot be recalled instantaneously is another fundamental factor of “good shorthand.” Alert listening and the ability to record a sufficient number of symbols in their proper sequence to identify the word in context are key elements in the art of improvisation.

Good penmanship, as it relates to proportion and fluency, is also basic to “good shorthand” and thus to good transcription.

The fundamentals of grammar, punctuation, spelling, and syllabication are also basic to building transcription skill. They must be reviewed and refined until students respond almost intuitively to the correct and most common uses found in the language of business communications.

These, then, are the basic elements of the process of building transcription skill. They must be emphasized constantly throughout the learning of shorthand and the development of transcribing ability.

*Forcing Transcription Skill.* The factors pertaining to the forcing of transcription skill revolve around those activities that are designed to increase and perfect the performance of the skill. These are the activities that center around meaningful, purposeful practice of the skill until the student can perform the skill with speed, accuracy, and the application of related knowledges.

The following activities, which are designed to force transcription skill, make up the eclectic method. They are based upon the philosophy that practices that are good for developing skill in other areas can be used with equal effectiveness in developing skill in the area of transcription. Many of these practices are already familiar as speed development devices in typewriting. Others have been more closely related to the development of skill in sports.

In the eclectic method of developing transcription skill, to paraphrase Abraham Lincoln, you can use some of these activities all of the time, and all of these activities some of the time, but you will not want to use all of the activities all of the time.

This eclectic method can be used as an entity within itself—a sole method for developing transcription skill, or it can be used effectively as a supplement to any of the existing methods of developing transcription skill to provide variety and stimulation. It can be used at any level of instruction by varying the speed of dictation or the desired goals to conform to the level of achievement of a particular class.

### **Devices Used All of the Time**

*Five Minutes of Machine Transcription Practice at the Beginning of Each Class Period.* Students are instructed to write a certain portion of their homework practice in good, legible shorthand and to begin transcribing from these notes as soon as they come to class. Every student should be working when the teacher enters the room. The teacher sets the timer for five minutes. This practice is usually without pressure, but at times the teacher may wish to direct it, pace it, or emphasize certain techniques that need polishing. This work is not handed in. Checking is done during the five minutes as the teacher goes around the room and observes each student. Machines are set for a 60- or 70-space line with single spacing. Letters are not centered on the page, but the correct format and spacing of the parts of the letter are followed, and the next letter is begun immediately below the previous one. Students may use the same sheet of paper the next day if space remains. Students are encouraged to use the best transcribing techniques at all times and to work constantly for increased speed.

This device has many advantages—the most outstanding being that the student has daily, repetitive practice



on transcribing from his own notes. The class settles down without the usual chatter. (They are made to understand that this had better be the situation when the teacher enters the room!) Many of the students get more than five minutes of practice, with only three minutes of the actual class time having been taken up by the activity—assuming it normally takes two minutes for everyone to get started when the usual procedure is followed.

*"Reading In" Essential Punctuation.* Whenever any reading is done, whether it is from shorthand plate, homework practice, or material dictated in class, all essential punctuation is "read in." Students do not identify the reason for the punctuation, as this is covered in other activities. The only time punctuation is discussed during the reading periods is when an error has been made or a questionable punctuation problem arises.

#### **Devices Used Some of the Time**

These are the techniques that substantiate the psychological principles mentioned in the early part of this article. They are mentioned here in the logical order of presentation; however, the first-mentioned techniques can be interspersed later on with the more advanced techniques if it appears the class needs a psychological lift or extra "spurts" of encouragement.

In all these practice activities, students are urged to concentrate consciously on writing their most legible shorthand at all times. Likewise, when transcribing, they are instructed to typewrite at their best controlled speed, using good typewriting techniques—keeping eyes on copy, keeping the carriage moving smoothly, and so on. "Sloppy" practice is not conducive to a finished final product!

*One-Minute Timed Writings—Simple Sentences.* The first sentences selected, usually three each day, are simple, easy sentences, containing approximately 70 strokes or 14 words. They contain no punctuation problems. These sentences are read to the class, one at a time, with timed practice from their shorthand notes following immediately. As in typewriting, three opportunities or timings are given on each sentence, and the best of three timings is noted. All three sentences are read again by the teacher, with the students combining them in their shorthand notes. Three 3-minute timings are then given on the combined sentences for sustained practice. Performance is noted on the best of three.

Students seem to like the 4 three's—three sentences, three timings, the best of three, and 3-minute timings.

Emphasis on accuracy is incorporated in emphasis on "best controlled speed," and when the students' controlled transcription speed on simple sentences approximates their controlled typewriting speed on comparable material, it is time to proceed to the next step.

*One-Minute Timed Writings—Sentences with Punctuation and Spelling Problems.* The procedure followed

here is the same as with simple sentences. The sentences selected for this step are longer and contain elements of grammar and punctuation which require thought when transcribing. Three sentences are selected, each with a different punctuation problem—such as an introductory clause or phrase, an apposition, or a compound sentence. (When emphasizing the punctuation of a series, it works out very effectively to include a sentence containing a series of words, one containing a series of phrases, and another containing a series of clauses.) The sentences are read one at a time, but before transcription practice begins, the punctuation rules for that sentence are reviewed and discussed. If a spelling problem is encountered, this is clarified, and the teacher makes a note of the word and adds it to the class spelling list for future recall. Students are not permitted to insert punctuation into their shorthand notes during the discussion. Any notations made while they were writing their notes are acceptable—in fact, encouraged when possible, but one of the objectives of this activity is to develop the ability to think while transcribing and to insert correct punctuation intuitively as the notes are being read and transcribed.

Sentences for this activity can be selected from a number of sources—from textbook material that has already been covered or from material that will be used later in mailable letters. It has been found that the examples given in textbooks to illustrate punctuation rules can be used most effectively in this manner.

The biggest problem connected with using material of this type is that the sentences are of uneven lengths. This makes the figuring of transcription speed more complicated, but this need not be an obstacle. It is a simple matter to mark every four or five words (20 or 25 strokes) and indicate the total number of words in each sentence, as is done in the more recent typewriting textbooks. As it is practiced, each sentence can be written in shorthand on the blackboard by the teacher, using a diagonal dash to indicate every four or five words. Students then use this blackboard notation as a guide when determining their best speed. For the three-minute timings, the teacher merely indicates the total number of words in the three sentences, as they have been left on the blackboard.

This activity should be continued until the most commonly used punctuation rules have been covered and until students transcribe sentences of this type as easily as they transcribe the simple sentences.

*Calling-the-Throw Transcription.* This activity approximates calling-the-throw drills in typewriting. Graduated sentences or sentences of the same length can be used.

When graduated sentences are used, the teacher selects a call-the-throw interval ahead of time. The speeds represented in the sentences selected will be five or ten words above the levels of achievement in the class. The students write in shorthand as the teacher reads the

**High-level transcription ability can be developed more readily on straight copy than on arranged material.**

sentences. For this activity, the students are instructed to write across the page of the shorthand notebook. After each sentence is read, the teacher indicates the speed represented by that sentence for the interval selected, and the student records it near the right edge of his notebook. The same procedures or adaptations that are recommended for this kind of practice in type-writing can then be used in forcing transcription skill in shorthand.

If the teacher wishes to decrease the call-the-throw interval, thereby increasing the speed, the students are instructed to indicate this new set of speeds next to the ones already written in their notebooks. This activity, in and of itself, tends to become an excellent motivating factor. The same procedure can be followed if it should be necessary to reduce the speeds by increasing the call-the-throw interval.

When sentences of equal lengths are used, the teacher reads the required number of sentences to make up one or two minutes of practice. For 20-second intervals, this would be either three or six sentences; for 15-second intervals, four or eight sentences; for 12-second intervals, five or ten sentences, and for 10-second intervals, six or twelve sentences. It is recommended that the sentences selected contain either 60 or 70 strokes. The transcription speeds, using the call-the-throw intervals mentioned above, would then be 36, 48, 60, and 72 words a minute on the 60-stroke sentences and 42, 56, 70, and 84 words a minute on the 70-stroke sentences. Students are challenged and stimulated when the call-the-throw intervals are varied and the selected speeds or goals are announced for each practice activity. When students have achieved the speed goals for each exercise, they are encouraged to try to maintain that speed with greater control and concentrate on accuracy and good techniques.

#### **Other Devices**

*Reach-a-Goal Paragraphs or Letters.* This activity proceeds to dictated, connected material. The procedure is to dictate a prescribed number of words, at a prescribed speed, which the students are to transcribe in a prescribed time. The prescribed time is held to one or two minutes. The material usually is unpracticed, although some earlier practiced material can be used if desired.

The objective of this activity is for the students to reach a transcription goal set by the teacher. In previous activities, the concern was with forcing the students' individual transcription rates on untimed, repetitive material. Here the concern is with forcing the class as a whole toward reaching a particular goal. Of course, good shorthand, good transcription practices, and good application of spelling and punctuation are always assumed.

This technique is flexible and allows for variations in procedure. The rates of dictation used and the transcription speed goals selected depend upon the level of

instruction of the class. This practice may be varied in the following ways:

Select a paragraph or a short letter containing the number of words chosen as the goal. Select also a speed of dictation at which all members of the class can write legible shorthand. Tell the class that a paragraph or a letter containing so many words, say 60, is going to be dictated at a certain speed, say 80 words a minute, to see how many can transcribe it in one minute. The teacher, in this way, sets a transcription goal of 60 words a minute for the class. Time the students for one minute several times until most of them can reach the goal. Remember, reaching the goal is the main objective—either they do or they don't. The concern is not with individual transcription speeds.

Another procedure is to break longer material down into sections of so many words in a section, according to the goal set by the teacher. Dictate one section and time it for one minute; proceed to the next section and time it; dictate still another section and time it; then combine the sections for longer periods of sustained dictation and transcription timings. Unless specially prepared material is used, the sections are likely to end and begin in the middle of a sentence. If students are prepared and conditioned for this situation, they will accept it and adjust to it without concern.

Another procedure is to tie this transcription practice in with speed building. During the speed building practice, sections of material will be repeated and dictated at varying rates of speed, such as 60, 80, 100, 120, 140 words a minute, and so on. At the end of this speed building activity, determine the rate of speed all students were able to take and redictate the material at this rate. Then time it for transcription practice for one or two minutes. The length of the timing will, of course, depend upon the rate of the dictation. If the rate of dictation centers around the lower speeds, the timings will be for one minute; if it centers around the higher speeds of 100 words a minute and above, the timings will be for two minutes.

Transcription goals should be kept high; but if circumstances are such that the goal is relatively low, the emphasis should then be placed on accuracy and good techniques.

*Transcription Rate—New Matter Dictation.* This activity approximates straight-copy, corrected timed writings in typewriting. It is really the "heart" of this eclectic method of developing transcription skill. Its object is to develop the student's sustained transcription rate a minute on material dictated at a rate which allows for legible shorthand notes.

The philosophy supporting this practice is that high-level transcription ability can be developed more readily on straight-copy material than on arranged material, with this ability transferring to arranged material with but a slight decrease in speed.

**The final step in the eclectic method for developing transcription skill is on mailable letters.**

The end result of this activity, then, is "mailable content." This means errorless copy, with a penalty imposed if errors do occur or have been unnoticed and not corrected.

This activity, like those preceding it, becomes adaptable to any level of instruction through the selection of commensurate dictation speeds and by determining reasonable standards of achievement for a particular level. The procedure for implementing this practice is as follows:

Select a 60-, 80-, 100-, or 120-word-a-minute take, depending upon the level of achievement of the class. The rate of dictation should be at a speed that most students can get with control. Dictate at this speed for three minutes. Students then transcribe these notes immediately, erasing and correcting all known errors. This transcript is double spaced.

The teacher times each student individually to the nearest one-half minute and records his time. This means that if a student's transcribing time is three minutes and twelve seconds, it will be recorded as three minutes. If his transcribing time is three minutes and seventeen seconds, it will be recorded as 3.5 minutes. This simplifies the computation of individual transcription rates, and the law of averages should eventually round out the recorded times. The student is instructed to raise his hand when he has completed and proofread his transcript. No additional corrections are permitted after the time has been indicated.

These papers are checked in class with the teacher reading back the original dictation. Un erased typewriting errors are encircled and other types of transcription errors are indicated with a check mark. The teacher gives each student his transcription time, and he figures his own individual transcription rate on the following basis: total words in the dictation minus a penalty of one word for each transcription error and 10 words for each uncorrected typewriting error divided by the transcription time. The penalty can be readily determined by deducting 10 for each circle and one for each check. After computing his transcription rate, each student indicates the result of his effort in the upper right hand corner of his paper thus: Rate of Dictation/Transcription Rate/Grade. These papers are handed in, the teacher spot checks them and records the rate and the grade for each student. Papers containing more than five errors of any kind are not accepted.

The following grading plan is suggested for each level of instruction in college. If these rates seem unrealistic for high school students, teachers could adjust either the rate of dictation, the rate of transcription, or perhaps move each semester up one step.

Semester I—60 WAM	
Dictation	
25 WAM or over	A
20 — 24 WAM	B
15 — 19 WAM	C
10 — 14 WAM	D

Semester II—80 WAM	
Dictation	
40 WAM or over	A
35 — 39 WAM	B
30 — 34 WAM	C
25 — 29 WAM	D

Semester III—100 WAM	
Dictation	
50 WAM or over	A
45 — 49 WAM	B
40 — 44 WAM	C
35 — 39 WAM	D

Semester IV—120 WAM	
Dictation	
55 WAM or over	A
50 — 54 WAM	B
45 — 49 WAM	C
40 — 44 WAM	D

Once this practice has been started, it is suggested that it be scheduled rather frequently as a class activity immediately preceding emphasis on mailable letters. Two exercises can be given in one 50-minute class period if students are permitted to transcribe no longer than the time required to meet the minimum standards for each level of instruction. When this is done, it is also possible to include a few minutes of warm-up practice. Any one of the techniques mentioned previously can be used effectively for warm up.

**Mailable Letters.** The final step in this eclectic method for developing transcription skill is on mailable letters. The procedure is to begin mailable letters with a brief review of the fundamentals of letter placement and arrangement.

Several single letters are then dictated and students are timed individually as they transcribe each letter. The speeds of dictation and the length of the letters are commensurate with the level of instruction of the particular class. These individual transcription rates on single letters are then compared with each student's straight-copy transcription rate in the preceding practice. If no more than a 10-word difference exists, proceed to the next step. If more than a 10-word difference exists for the majority of the class, continue working on timed transcription of single letters.

The next step is to dictate two letters and time the students on these to determine their individual transcription rates on more than one letter. When they reach a transcription rate on two letters that is no more than 10 words below the average of their best straight-copy transcription rates, individual timings are discontinued, and office-style practice progresses.

Studies relating to production requirements in business have shown that six to eight average-length letters transcribed accurately in an hour are an acceptable standard of performance. To approximate this standard in the classroom, it is believed that four letters transcribed in a half hour is a comparable standard.

For these office-style practices, four letters are dictated. The speed of dictation and the length of the letters are again determined by the level of instruction. Students are given 30 minutes to transcribe the four letters in mailable form. This practice is then advanced to include making a carbon copy of each letter and, finally, to making a carbon copy and typewriting an envelope for each letter.

The sets of mailable letters in these last three steps are checked and graded. Any grading plan that has been found satisfactory in evaluating mailable letters can be used.

(Please turn to page 23)



## The Pros . . .

Say the word "shorthand" to the average business teacher and he immediately thinks of a traditional, scientific, symbol system of writing shorthand. He also thinks in terms of high writing speeds of 100, 120, 140, or 160 words a minute. He even refuses to think about any other method of writing because he is opposed to "lowering standards" with these "new" and "inferior" systems. New and inferior? Let us just stop for a minute and look at the record.

For at least 2000 years now, civilized man has been seeking and using abbreviated and accelerated methods of writing by hand. He has never seemed quite satisfied with his longhand speed whether he was writing Latin, Greek, French, Spanish, or English. Historical records show that an abbreviated system of shorthand using initials was taught in Roman schools a century before the Christian era. Marcus Tullius Tiro invented a note-taking system to record the speeches of the orators in the Roman senate. His system was based on an orthographical principle of writing with proper letters or initials. The Roman Empire collapsed but Tiro's shorthand remained in use for several centuries.

Lest you feel that you have lost your way into a historical treatise, let us leap across the years and land in the seventeenth century. The place is England. Literature is flowering. Longhand writing is slow and laborious. Many men devise rapid and accelerated systems of writing. Any accelerated system of writing is called "shorthand." Most of them are orthographic systems because they are based on the alphabet. They follow the actual spelling of words omitting silent letters and most of the vowels. You are most likely to have heard of Thomas Shelton's system because Samuel Pepys recorded his activities in his diary in that alphabetic system.

This should take care of the "new" part of the traditional shorthand teacher's criticism. What about the "inferior" aspect of his indictment? Inferiority involves comparison. Comparisons invite argument and controversy. Let us try to be strictly objective and professional in this analysis of alphabetic shorthand systems. We are interested in throwing some "light" on this subject rather than "heat." Let us just imagine, therefore, for the present, that scientific, symbol systems do not even exist. We must be able to make a constructive case for alphabetic systems without comparing them to or trying to tear down the symbol systems. Otherwise, the traditional shorthand teacher is entitled to his narrow point of view.

What is the story about abbreviated, accelerated, rapid writing, nonsymbol, alphabetic systems of writing to increase longhand writing speed? Certain facts are

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obvious and self-evident upon even the slightest reflections and consideration.

1. The average longhand speed is 30 to 40 words a minute. At the top rates it is not always very legible.

2. Any person who does much longhand writing can save considerable time and energy by learning to write at a more rapid rate.

3. The intense competition for admission to college puts a premium on obtaining high grades in secondary school. The admission of superior students to college increases the pressure to raise college standards for retention and graduation. Both of these situations make rapid note taking a highly desirable personal-use skill.

4. Personal note-taking and personal-use typewriting have become communication skills which are now important aspects of the general education of all high school and college students. The business education depart-

## The Pros and the Cons for the Ab

ment can, therefore, make a unique contribution to the general education of all students.

5. The high school graduate who is not planning to attend college must prepare himself to earn a living. The ability to take notes by writing rapidly can be a definite occupational asset to the prospective business employee. This may be particularly valuable in combination with the ability to typewrite. The business education department can, therefore, make a definite contribution to the occupational preparation of all students who plan to work after graduating from high school.

6. Any student who has mastered typewriting and rapid note-taking can readily obtain part-time employment in most communities.

7. Many business students can improve their placement opportunities and increase their earning power if they can take notes rapidly. The business education department can, therefore, be of even greater service to all students by offering an easy-to-learn system of accelerated and rapid writing.

Granted that you are sold on the need for this type of universal note-taking, what is the best method of meeting this objective? A truly alphabetic longhand system is the best answer to this query. Why?

1. All students have been writing longhand for many years. They are therefore working in a familiar medium.

(Please turn to page 20)



## The Cons . . .

The approach used in presenting the cons side of this discussion is to select and discuss the claims that have been made for abbreviated longhand systems. These claims come from the prefaces of textbooks, brochures and advertisements in the various publications, and from other statements of publishers of longhand systems. The claims selected are those which appear to be partially or wholly invalid.

The examination of textbooks of many old and modern abbreviated longhand systems, the learning of the principles of five of these systems, and the observations of classes and so-called superior students giving demonstrations in some of the modern systems, form the basis for raising questions regarding the accuracy of selected claims.

*The system provides more than enough speed to handle the needs of the average business office.* Where this statement is made, the explanation is given that the

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*Classroom "mortality" so common with symbol short-hands is virtually nonexistent.* The inference may be drawn from such statements that abbreviated longhand systems would be acceptable substitutions for the symbol systems being taught in our schools. "Mortality rates" depend on standards and quality of instruction. A teacher can pass everybody in the class whether any measurable achievement is developed or not. In fact, a class in an abbreviated longhand system was recently observed in which most students made a grade of *A* or *B* even though the achievement was less than 50 words a minute at the end of a year's instruction.

Textbook material for teaching transcription along with the longhand systems is virtually nonexistent. Therefore, the conclusion might be drawn that the objectives of a longhand system are different from those of a symbol system. If the objectives are different, "mortality rates" should not be compared if merits of the systems are being examined. Failures in algebra are more prevalent than in general mathematics, but the conclusion is not drawn that algebra should be eliminated from the curriculum. Algebra lays the foundation for higher mathematics; likewise, a symbol shorthand system lays the foundation for a speed level that may be desired later by the student.

*X system grows out of English so naturally it is learned almost "at sight," requires practically no drill, and is capable of speeds in the stenographic range (100 to 120 WAM).* This statement is used to describe one of the modern longhand systems. All I can say is, "Show me." No student, to my knowledge, has yet been produced to demonstrate this statement. In fact, longer courses have been set up in a business college to teach this system than are necessary in well-known symbol systems.

*The system can be mastered in six weeks in business school or in a term or semester in high school or college.* In statements such as this one, the definition of mastery is carefully avoided; and no clear meaning can be obtained. Certain questions must be answered in claims of achievement of any shorthand system. Among these questions are the following: What is the dictation rate? What is the length of dictation? Is the material practiced or new matter? What is the nature and difficulty of the material? Is the transcription in longhand or is it typewritten? What is the speed of transcription? What standard of accuracy of transcription is required? These questions have seldom been answered for abbreviated longhand systems.

Effective shorthand teachers usually correlate shorthand instruction with spelling, punctuation, word usage, and typewriting for the development of transcription

## Abbreviated Longhand Systems

average dictation speed in the business office is 58 words a minute or some other low figure. I think of the statistician who was drowned walking across the river which had an average depth of three feet. The stenographer may also "drown" if she counts on an average dictation rate meeting the requirements of variations in speed in any one dictation period. Of course, an executive may slow down his dictation rate to accommodate the stenographer, with consequent loss of time. Harold Green, in a study in 1951, stated that a stenographer who can write only 100 words a minute can hold only about one-half of the stenographic jobs and will have to work hard in many of them. Furthermore, the stenographer in training needs to develop a reserve dictation rate to enable her to listen to the sense of the dictation as she is recording it, in order to note statements that may need redictating. The writing of shorthand must be so routine and well within her writing speed that she can understand what is being dictated as it is being dictated. Abbreviated longhand systems generally do not have sufficient speed potential to meet these needs.

CONTRIBUTOR'S NOTE: In preparing this article, I was specifically instructed to take the cons side of abbreviated longhand systems. Even though I recognize certain merits of abbreviated longhand systems, I leave these merits to be presented by my "worthy opponent."

## **The Cons** (Continued)

ability. The actual time required for the learning of the shorthand system itself may be less than six weeks (allowing three hours a day). However, the teaching or the systematic review and application of the mechanics essential to transcription may require an equal amount of additional time. If the shorthand system is being learned for vocational use (to be transcribed into mailable form), the time for transcription instruction must be considered a part of the learning time for the shorthand system.

*No strange or unusual strokes or symbols to learn; therefore, the transcribing or reading back poses no problem and requires the development of no special skill.* Transcribing requires the fusion of typewriting, shorthand, and English skills. The simplicity of writing the abbreviations in a longhand system does not in any way simplify the learning of English skills and typewriting. Furthermore, the simplicity of writing does not *per se*

imply simplicity of reading. In fact, simplicity of writing may even increase difficulty of reading. Using a longhand *d* to express *did* and *would*, an *h* for *her* and *him*, or a *k* for *take* and *make* may require little effort or hesitation in writing; however, accurate transcription of such notes might be very difficult. I am reminded of the new stenographer who had just presented her employer with her first transcripts. The employer looked over the letters and said, "When I hired you, I thought you told me that you could read shorthand." "No," she replied, "you asked me whether I could write it."

*Abbreviated longhand notes are always legible.* Everyone has known intelligent students and adults who could not read their own longhand on occasion even though all letters in words were supposedly written. How much more difficult would it be for the same person to read his notes if only the consonants of each word or a small portion of each word were written in the same distorted longhand letters? Slightly modified longhand characters, as found in many abbreviated longhand systems, written under pressure may be even more difficult to

## **The Pros** (Continued)

No breaking of established habit patterns in the writing of longhand characters is necessary when they learn an accelerated longhand system.

2. All students have mastered the alphabet. Therefore, no unlearning is involved in writing the alphabetic characters in an alphabetic longhand system.

3. A true alphabetic longhand system does not use artificial symbols, curves, strokes, or signs. This makes for ease and speed in learning such a system.

4. Reading back and transcribing notes in an alphabetic longhand system is easy, and a student can trust his notes because they have been written in longhand.

5. Even a student of average ability can usually double his longhand speed in about 20 to 30 hours of instruction.

6. Most students can usually triple their longhand speed at the end of a one-semester course. Both of these time estimates are on the conservative side.

7. A student can begin to use his alphabetic longhand after the first lesson. This means that he can use this skill in taking notes in all of his classes.

8. A true alphabetic longhand system can be written on the typewriter. This makes it easy to take notes or dictate directly at the machine.

9. The simplicity of alphabetic longhand gives the student a sense of achievement and encourages him to develop considerable skill in this area.

10. Teachers require no special education in this field because they can learn the alphabetic longhand system as they teach it.

11. The short learning period needed for mastery of abbreviated longhand reduces the expense involved in terms of time and energy on the part of the student and the teacher.

12. Alphabetic longhand can be learned by longhand writers of any age or intelligence level.

13. The simplicity of alphabetic longhand makes self-teaching possible, if necessary. It is also ideal for short-term adult education courses.

### **Comparison of Alphabetic and Symbol Systems**

Now that we have shed some "light" on the alphabetic longhand systems we can risk the danger of creating some "heat" by comparing them with symbol shorthand systems.

1. The highly scientific phonetic development of the symbol systems is needed mainly in writing at the higher speeds of, let us say, 100 to 200 words a minute.

2. Relatively few office workers need to develop the high speeds and competency symbol systems produce.

3. Symbol shorthand is valuable mainly as a high level vocational skill. It has little personal-use value.

4. Symbol shorthand requires a long learning period because it involves two distinct skills:

a. Writing skill—The student must memorize the new symbols. He must then learn how to use the symbols and signs.

b. Reading skill—The student must learn to translate, interpret, or decode the symbols he has written.

5. The long and difficult learning load in symbol shorthand brings discouragement and failure to some students. This certainly is an understatement of mortality rates, to which few can take exception.

***Business education must make a greater contribution to the education of all students.***

read; for example, uncrossed *t*'s and undotted *i*'s, regularly used in abbreviated systems, look very much alike. The large number of strokes required to write abbreviated longhand for sustained periods causes extreme fatigue, distorted notes, and many omissions. Reading of cold notes in poor longhand or modified longhand can be just as difficult as reading cold notes in equally poor symbol shorthand.

More abbreviated longhand systems have probably been published in the ten-year period of 1950-59 than any other ten-year period in history. However, these systems are not a new development; some can be traced back to the 17th century. The names and some characteristics of these modern systems are given in an earlier issue of this publication (FORUM—Apr. '60, p. 21, 24). Today, attention is being given to the introduction of these systems into the high school curriculum.

In the late 1800's Andrew J. Graham, author of a symbol system, wrote a system called Brief Longhand, described as a system of longhand contractions by means of which the principal advantages of shorthand are se-

cured without resort to stenographic characters and with perfect legibility. A quotation from his textbook follows: "It is not intended that this system shall conflict with, or supplant, phonography. On the other hand, it is expected that it will prove valuable to phonographers in saving time to a considerable extent from the drudgery of longhand writing in all cases where its use is necessary. Moreover, Brief Longhand, by accustoming the public to stenographic principles and showing their value in economizing time and labor, will induce a state of affairs which will powerfully favor the introduction of phonetic shorthand, which is nearly as legible as print, and whose use will effect a saving of 80 percent of the time and labor required with the employment of unabbreviated longhand. Phonographers are invited to aid in extending the knowledge of Brief Longhand wherever a reception of phonography cannot be secured." This quotation describes our situation today in regard to some longhand systems. Abbreviated longhand systems should not be considered as a real substitute for symbol systems. # #

6. The difficulty in learning symbol shorthand prevents the business department from helping all college bound students who want an easy to learn personal-use note-taking system.

7. The difficulty in learning symbol shorthand also prevents the business department from serving the prospective business worker who wants to increase his writing speed to perhaps 60 to 80 words a minute.

8. Short-term adult education courses of 10 to 20 class sessions in shorthand are not practical.

9. Business teachers who did not complete the long and intensive preparation needed to master and teach the symbol systems find their placement opportunities restricted by this void in their teacher preparation.

#### **In Conclusion**

What conclusions can we draw from this presentation and comparison of alphabetic longhand and symbol shorthand systems?

1. Any business teacher can service all students by teaching a personal note-taking system.

2. Any business teacher can provide the average and even slow learner in the business department with the additional marketable skill of writing rapidly and transcribing his notes with reasonable success.

3. The capable students in the symbol shorthand classes will be able to make greater progress because they will not be held back by some of the less able students who are now studying symbol shorthand.

4. The quality of work done in business classes should improve because of the note-taking skill of all business students developed through alphabetic longhand.

5. Much curriculum time will be saved as a result of the ease with which alphabetic longhand can be mastered. This "found" time can be utilized to offer an integrated basic business program, or more general office training, or more clerical training, or more store training, or more work experience in office and store occupations.

6. Alphabetic longhand can serve as an exploratory and guidance experience for students who may be interested in a secretarial career. There is no conflict between alphabetic longhand and symbol shorthand.

7. Students who are having difficulty in symbol shorthand or who have already dropped shorthand can be rescued from failure by being rescheduled for alphabetic longhand.

8. The funds saved from the reduced cost of teaching alphabetic shorthand can be used to good advantage to serve more students.

9. The business department can help to relieve the shortage of trained office workers by preparing more graduates who can break the longhand barrier of 30 to 40 words a minute.

The business teacher should face up to the fact that business education must make a greater contribution to the education of all students if it wishes to remain in the secondary school of the future. We cannot just continue indefinitely to teach the same subjects in the same ways unless we reappraise them constantly. You have heard the case for the alphabetic longhand systems. Now read the arguments against them just as carefully. Then, draw your own conclusions concerning the use of alphabetic longhand systems. # #



# The Development of Gregg Shorthand

by LOUIS A. LESLIE  
Scarsdale, New York

The development of any shorthand system falls naturally into two parts. One is the means by which the author devised his shorthand alphabet; the other is the development of the alphabet and of the system after publication. The first part, the scientific structure of the Gregg shorthand alphabet, must be omitted here because of considerations of space. That is the larger and more important part, like the submerged two-thirds of the iceberg. The development of a shorthand system after publication, however, may be even more interesting in some ways.

Few people pay much attention to the title page or preface of a book. The title, nevertheless, offers an interesting insight into the minds of the authors of the two great English shorthand systems: Sir Isaac Pitman and John Robert Gregg. In 1837, Sir Isaac called the first edition of his shorthand system, *Stenographic Sound-hand*. In the preface he made it quite clear that this was designed as a phonetic system of reading and writing intended to overcome the great difficulty of learning to read and write English print or longhand. The word "stenographic" in that title did not refer to what we would call the "stenographic use" of shorthand. There were no typewriters in 1837 and there probably were not ten "stenographers" in the British Isles in 1837.

In 1888, John Robert Gregg entitled the first edition of his shorthand system, *Light Line Phonography*, with a subtitle in larger type, *The Phonetic Handwriting*. The title, and especially the subtitle, make it clear that he was not thinking of a shorthand system for stenographers. There were still very few stenographers in the British Isles.

When Gregg issued the second edition of his system, in 1893, he had changed the title somewhat. It then read: *Gregg's Shorthand, A Light Line Phonography for the Million*. That title was retained in each succeeding edition until 1949, except that Gregg's shorthand was changed to Gregg shorthand. Gregg used to say that he made the change because he was tired being introduced as "Mr. Greggs."

As the years passed, Pitman gave up the idea that his system would become a phonetic system of reading and writing for the millions and was satisfied with what we would call "stenographic" use—for office dictation and for verbatim reporting. Gregg, however, never abandoned his dream that his system might some day become "A Light Line Phonography for the Million." In one

sense it did, because probably 50,000,000 people have learned Gregg shorthand in the 72 years since it was first published—but for vocational use. Why, then, was the description finally dropped from the title page for the first time in 1949. Well, thereby hangs a tale, and the patient reader will discover the reason if he completes the reading of this brief article.

## Development of Alphabet

The history of the development of other important English shorthand systems has always been one of "development" in the true sense of the word, as the author continued to change and improve his basic alphabet. Gregg shorthand is unique in that it is the only major shorthand system in which the alphabet as it is used today is substantially identical with the alphabet as it was first published. The only changes in the alphabet were *h* and *ng*, neither of any great frequency or importance. This is an extremely important factor in the history of a shorthand system. If the original alphabet is defective, there will be frequent and important changes in the alphabet from one edition to the next. If no changes are made in the alphabet of a successful shorthand system, it is safe to assume that the alphabet was well chosen from the beginning.

If the alphabet is substantially identical with the one shown in the first edition, in 1888, what development has taken place in the system? The development has taken place in the way in which the alphabet was employed in the forms of outlines, in the changes in the lists of abbreviations and prefixes and suffixes and phrasing principles. These developments in Gregg shorthand are the visible evidence of invisible forces acting on the author of the system. They are the result of the struggles between the advocates of long outlines versus short outlines, the advocates of shorthand versus mind, the advocates of large penmanship versus the advocates of small penmanship, the advocates of "rules" versus the advocates of "rulelessness."

Gregg himself never changed his mind. The development of the system from one edition to another was always the result of outside forces acting on him. Most of the teachers who abandoned other systems for Gregg shorthand at the turn of the century, and for many years after, abandoned systems in which there were many rigid rules governing every possible contingency and resulting finally in outlines that appeared very brief



**One necessity for a shorthand system for personal use is that there must be very little to learn.**

to the eye and the hand. They had all been taught to believe that the mind should bear the burden rather than the hand, that the shortest *looking* outline was the quickest to write, that the smallest possible style of penmanship was the fastest.

The author of Gregg shorthand believed that the most important thing was that the teachers should teach and agree on the merits of a light line, joined vowel, no position, slope of longhand system. He was willing to compromise on the other points and always said that if they would once teach Gregg shorthand for a few years, they would eventually agree with him on these other matters.

In the edition of 1888 there are no rules of any kind; a key is given for the brief connected matter exercise that is provided, and there are very few brief forms—42, to be exact.

When the 1916 edition was prepared, less than 50 percent of the schools in this country taught Gregg shorthand. Those who did teach Gregg shorthand clamored for shorter, smaller, eye-briefer outlines. Therefore, in that edition there are more abbreviating devices than in any other edition of the system. Gregg was not happy about this development, but he believed that it was essential to please the teachers of other systems who were sincerely convinced that the longer outlines were impossible to write with speed.

By 1929, when the Anniversary Edition was published, more than 90 percent of the schools were teaching Gregg shorthand and the majority of the shorthand teachers of America had never known any system but Gregg shorthand. Therefore, in 1929 he ventured to drop many of the abbreviating principles and also to write an appreciably larger style of shorthand penmanship in the illustrations in the textbooks.

During the 10 years preceding his death, Gregg worked on what is now known as Gregg Shorthand Simplified, with the intention of making the simplest version of the system that could carry the load of office dictation under the most trying conditions.

This brings us to another of the stresses that strongly influenced the development of Gregg shorthand—the natural conflict between the necessities of an office dictation system in the middle and the equally urgent but quite different necessities of a system for verbatim reporting on the one side and a system of brief writing for personal use on the other side.

Now we have come to the reason for the change in the title page of the 1949 edition. By the time that edition was ready for the press it had become apparent that the long period of struggle and experimentation since 1888 had finally made possible a successful system of brief writing for personal use. Two previous editions were privately published under other titles and finally, in 1960, Gregg Notehand appeared, which makes a reality of the dream that Pitman had in 1837 and that Gregg had in 1888.

What were the conflicting necessities that have always made it impossible for the one system to be an office

dictation system and a system of brief writing for personal use? The most important and most difficult necessity is the necessity for almost absolute legibility. An office dictation system or a verbatim reporting system is satisfactory with a high degree of relative legibility, meaning that the context is often necessary to decide the correct reading of an outline. For personal use, it is necessary to have nearly absolute legibility; the outlines must be read without the help of context in nearly every case.

Another necessity of a system of brief writing for personal use is that there must be very little to learn. Either of these necessities may be met fairly exactly, but the two together offer almost insuperable difficulties.

It is an interesting commentary on the development of the system since 1888 that Gregg Notehand, like the first book in 1888, gives no rules, offers a printed key for the shorthand exercises, and contains exactly 42 brief forms. The fact that there are exactly 42 brief forms is a coincidence, and the two lists are not identical—but it is an interesting coincidence.

In brief, young Gregg devised this scientific alphabet when he was only 18, published it when he was only 20, and found no necessity for change or development in that alphabet. The development of the abbreviating devices of the system followed the demands of the teachers, with no attempt to make them accept unwantedly long, fully written outlines. Now that most teachers understand the advantage of the fully written outlines written in large penmanship, throwing the load on the hand rather than the mind, it is possible to provide the student with the simplest office dictation edition of Gregg shorthand since it first appeared in 1888, as well as with the first thoroughly satisfactory realization of the inventor's dream of "the phonetic shorthand writing."

# #

### **An Eclectic Method**

(Continued from page 17)

The following dictation speeds and letter lengths are suggested for the various levels of instruction:

Semester I		Semester II	
No work is done on		Rate of	
maillable letters this		dictation	80 WAM
semester		Letter	125 words in
		length	body of letter
Semester III		Semester IV	
Rate of		Rate of	
dictation	100 WAM	dictation	120 WAM
Letter	150 words in	Letter	175 words in
length	body of letter	length	body of letter

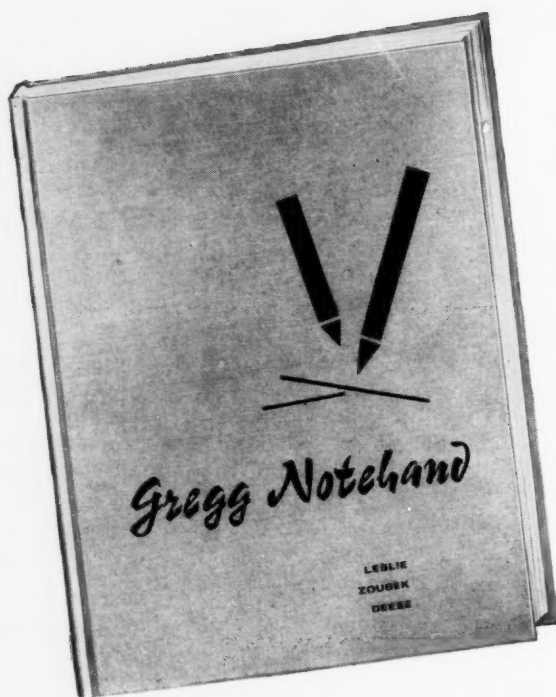
This, then, is an eclectic method for developing transcription skill.

# #

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# UNITED SERVICES

## OCCUPATIONAL INFORMATION

LLOYD GARRISON, Editor  
Oklahoma State University  
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### OFFICE OCCUPATIONS INFORMATION—THE BUSINESS TEACHER'S RESPONSIBILITY

Contributed by ESTELLE L. POPHAM

Hunter College of the City of New York, New York

At some time or other most people hold some sort of clerical position. In fact, it is estimated that at least 16 of every 100 employees are office clerical workers. Many beginners have had no business preparation at all; they have drifted into "a job in an office" without any understanding of its skills or personality requirements. Even students who have studied business courses have learned shorthand, typewriting, or bookkeeping but little about the employment picture in these fields—the duties they are expected to perform, the salaries they will receive, how offices rate their performance, the promotional possibilities.

To eliminate, or at least reduce, the economic waste caused by lack of vocational information, business teachers should, first of all, inform themselves about employment conditions in business and, second, give this information to students. Since guidance offices give few real facts about business careers and little specific vocational guidance material is published, business education should assume responsibility for telling its story.

**Expansion of the Clerical Field.** Although the following data unfortunately precede the availability of 1960 census figures, they nevertheless reflect the phenomenal growth of the clerical field. From 1870 to 1950 the number of people gainfully employed increased from about 12½ million to 56 million workers, 450 percent. At the same time the number of clerical workers increased from 300,000 in 1870 to almost 7 million in

1950, 2300 percent in 80 short years. In other words, the number of clerical workers increased *five times as fast* as the total number of gainfully employed workers. In 1950 there was one office clerical worker for every 2½ factory workers.

There are more clerks in business occupations than any other category of worker below the owner or manager. (Clerk here refers to one who performs office duties not generally assigned to bookkeepers, stenographers, salespeople, or managers.) There are about three positions available to clerks for every stenographic vacancy and also for every one in bookkeeping. There are, of course, two kinds of clerks—the general clerk and the special clerk.

General clerical work ranks lowest among the office positions in the salary scale, and it requires less specialized job preparation. On the other hand, it is the most common job for which the beginning worker is hired and is often used as the job station in which a new employee learns the work of the office. Few shorthand teachers will tell their students the bitter truth that large companies in metropolitan areas make a practice of placing inexperienced stenographic applicants in general clerical positions and "promoting" them to stenographic jobs as vacancies occur.

Special clerks perform one operation almost exclusively and require definite training. They are hired for a specific job and receive higher salaries than general clerks. The National Office Management Association survey for New York City reveals that two types of clerks receive higher salaries than senior stenographers, nine types receive more than junior stenographers, and only five categories of clerks earn less than junior stenographers.

**Changes in Age and Sex of Clerical Workers.** The growth of employment for women in clerical occupations has been out of all proportion to the general growth of employment of women. The clerical field is becoming more and more feminized; most categories show declines in the

EDITOR'S NOTE: The term "clerical" is applied in its broad sense in this article, as it is in census reportings, to include not only general and special clerks but also stenographic, bookkeeping, and secretarial types of positions as well.



percentage of men employed—with an over-all proportion of approximately two women for every man in clerical work today. According to the 1950 census, about 95 percent of all telephone operators, physicians' and dentists' office attendants, stenographers, secretaries, and typists are women. Over 80 percent of the office-machine operators and cashiers are women. More surprising, more than 75 percent of all bookkeeping positions (traditionally held by men) are now held by women.

Since the beginning of World War II, married women have joined the labor force in great numbers. A girl does not take a position with the intention of staying only until she marries. She often continues in her position for many years, and large numbers of married women enter business late in life. Today, working wives outnumber the bachelor girls more than two to one.

Naturally, the age of working women has increased with this new trend until the average age of the working woman today is about 39 years. Business teachers can expect more older women to enroll in their adult courses—often married women whose children have reached school age. The irresponsible high school graduate with no genuine vocational interest in an office job will find a formidable competitor in this newcomer to the labor market, but the well-prepared younger worker will continue to be sought by the employer.

Another trend, likely to involve the older woman worker, is the growth of employment on a part-time basis. Offices handle their peak loads by calling employment agencies which send temporary qualified workers who want only occasional work, not the steady income of the breadwinner.

**The Effect of Automation.** Many office operations have now been eliminated by automation. Today, one typewriting may see an order through from its inception to the time the bill is paid. Once information is transmitted into common language, it can be stored and selectively reproduced. If the machine makes an error, it also makes the correction. Many of the tedious, time-consuming clerical tasks have been eliminated, and in their place positions have emerged that require a higher degree of skill and diversification of activities that has been true previously. The promotional opportunities for this new clerical employee will be toward supervisory jobs in which the supervisor directs more skilled operations than formerly. Business is looking in the direction of the woman employee, too, for the new supervisors.

The new day may see few opportunities for the general clerk. The jobs will be held by special clerks, probably trained in schools maintained by the companies selling or leasing the expensive equipment.

**Transcribing Machine Operator.** The use of machines for office dictation will probably continue to grow. The New York City salary survey, mentioned previously, indicates that the transcribing machine operator receives only \$1 a week less than a senior stenographer and \$10 more than a junior stenographer. One personnel direc-

tor said that the average output of the stenographic pool in his company is 18-20 letters a day while the output in the transcribing machine pool is 20-30 letters a day. His explanation is that the faster, really competent operators choose to go into machine transcription and become highly specialized clerks.

**Typist.** Electric typewriters, estimated to reduce the number of typists by one-third because of greater production, have only increased the demand for operators. Since one correct typewriting of data is all that is necessary to put data on tape for later processing, some business educators say that accuracy rather than speed is the requirement for the typist of the future. When 20 business management participants in a recent workshop were asked about this, however, all said that they choose their best typists in terms of both speed and accuracy for input work in data processing.

**Stenographer.** An executive may write a longhand note on an incoming letter, have it photocopied, and distribute it to other departments for action or information. Within a minute the businessman has as many copies as he wants of a quality acceptable for use within the company. The stenographer, then, spends most of her time on dictation originating in the office of the dictator, reports, or outgoing letters. With photocopying equipment, form letters, and dictating machines, the stenographic demand has decreased. However, a glance at the want ad section indicates that stenographers are needed, although not in the same proportion as other clerical employees.

**Secretary.** Almost anyone who works in an office may refer to herself as "secretary," or almost any employer may, for prestige purposes, refer to "my secretary" in describing his clerk. As the word is used here, it refers to an executive assistant; it is a position to be promoted *into* rather than *out of*. Probably it is the highest position in business open to large numbers of women.

With centralization into stenographic pools, the number of secretaries has decreased. Only top management rates secretaries. Although fewer secretaries are needed, the quality of performance required of those remaining is higher than ever. Automation has reduced the human element in the office, but the secretary is unaffected. The personal relationship of employer to secretary makes her position more important today than ever.

**Bookkeeper.** In a large corporation the functions which in the nineties were performed by one bookkeeper are today divided among many specialized clerks. Their work is summarized and given to the head bookkeeper or accountant, who translates the accumulated data into meaningful statements and interprets financial information for management. The bookkeeping staff may include a number of such clerks—the entry clerk, the ledger or posting clerk, the billing clerk, the accounts payable clerk. According to NOMA's New York City survey a senior bookkeeper (accounting clerk A) receives the  
(Please turn to page 29)

FABORN ETIER, Editor  
University of Texas, Austin, Texas

## ALERTNESS PRACTICE FOR PREPARING TOMORROW'S TYPISTS

Contributed by **LEONARD J. PORTER**  
Prentice-Hall, Inc., Englewood Cliffs, New Jersey

Some teachers of typewriting are sentimentalists, clinging to time-worn methods of which they are very fond. Others are romanticists, treating nearly every piece of typewriting work as though it were the launching of a rocket—count-down and all. The best teacher of typewriting, though, is a realist who has a few good characteristics of the sentimentalist and the romanticist, plus the vision needed to keep modern typewriting goals ever in sight.

The realistic instructor does not brandish the fiery sword of errors over the heads of beginning typists. He knows that correct techniques have primary emphasis and that, in order to develop right techniques, the learner must be always relaxed and comfortable.

Many students who performed well in typewriting classes do not come up to their usual standards when taking job-entrance typewriting tests. Also, many who fall down on the job realize that their instruction was but an introduction to, rather than a conditioning for, actual office typewriting.

**Preparing for Tomorrow.** There still seem to be many typewriting teachers who forget that the office is a very different place from the classroom. Even the most realistic devices can do no more than simulate the modern-office situation, with its work flow and communications system. In class a student may lose *points* each time he misspells a word; in business, he may lose his job for repeated errors of any kind.

In today's complex business, there are not many straight-copy typewriting jobs. Most jobs require some kind of planning and decision making. All jobs demand that instructions be followed to the last detail. There are many good devices that provide students with conditioning practice on the kinds of materials they will meet on the job. A summary term for such jobs is "alertness practice," a term first used by Esta Ross Stuart in Prentice-Hall's *Business Education Newsletter*, Fall 1960.

**Alertness a Two-Way Street.** Alertness practice requires, first of all, that the teacher be alert to the necessity for practice with a wide variety of jobs—ones that challenge the student; cause him to think at the machine; make decisions before, during, and after typewriting; make

him "follow through" on all phases of a job. Such practice causes the student to become alert.

The usual timed writing does little, if anything, to condition for alertness. Teachers who make too much use of timed writings deprive their students of valuable time that could be spent on alertness practice. Production typewriting loses most of its value if it usually consists of straight-copy work; when a production job requires that decisions be made, it is realistic.

**Gradual Instruction in Alertness.** If alertness practice is postponed until the end of the advanced course, students have formed many habits that must be changed before meaningful alertness work can take place. Following instructions is a basic element in alertness practice and should be stressed from the first day of the typewriting course. The good instructor gradually builds the degree of alertness so that, when complicated problems occur in production work, the student meets the challenges, solves the problems, and still maintains his production rate. This training produces better proofreaders, too!

**Kinds of Alertness Practice.** In the first semester of typewriting, students can be told to deviate from the copy in certain ways: (a) typewrite all proper names in full caps, (b) underscore a certain word each time it occurs, (c) use margins different from those in a model, and (d) a number of other simple changes.

In production typewriting, the student can be told to (a) tabulate the two-column copy in four or five columns; (b) typewrite certain words in full caps and others in bold type; (c) use figures instead of the spelled-out numbers in the copy; (d) spell out all abbreviations; (e) correct all spelling errors, none of which are indicated; (f) vary the style of the letter copy; (g) supply all punctuation and capitals in unarranged material; (h) set up completely unarranged tabulations; (i) verify certain aspects of a job before typewriting—totals, alphabetical order, and so on; and (j) "follow through" on a complete series of jobs, including carbons, envelopes, enclosures, and so on.

**Correct Emphasis.** It is of no importance that a student can typewrite drills at 100 words a minute if he cannot do good work on alertness production jobs. If a student is always told where to set margins and tabulator stops, his work in an office is sure to suffer when he spends too much time trying to set up material.

In this age of automation, employers want workers who show by their finished products that they can *think*. And it is too late for teachers to say, "I'll *think* about doing some of these things." Action is needed now if tomorrow's typists are to be alert workers. # #

R. NORVAL GARRETT, Editor

Southeastern Louisiana College, Hammond, Louisiana

## VICES OR DEVICES IN BOOKKEEPING

Contributed by JAMES W. CREWS

University of Florida, Gainesville, Florida

The problem of teaching for understanding is particularly appropriate in bookkeeping instruction. As teachers formulate objectives of what they hope to accomplish in bookkeeping instruction and as students interpret these objectives, too frequently the students lay hold of the devices or instructional aids and these devices or aids become ends in themselves.

For example, assume one of the objectives in bookkeeping instruction is to help students develop the ability to classify or categorize financial information in such a way as to show the condition of the business at a stated time and the progress of the business during a specified period of time. A bookkeeping teacher will recognize, immediately, that reports which contain these data are the balance sheet and the profit or loss sheet. Do you recognize already in this last sentence that the "Profit and Loss Statement" has been changed to "Profit or Loss Sheet"? Even a slight change in the title of a report might confuse some students. Why? Primarily because they became familiar with a report title without developing an understanding of the report itself.

When a learner begins to substitute a device or technique for an understanding of an idea, learning will usually be characterized by rote memory and separateness. The work sheet in first-year bookkeeping is a prime example of such a device. How many students have laboriously completed a work sheet without realizing that it was merely a device or technique used to simplify the computation and classification of data!

**True Function.** One method of explaining the true function of a work sheet in bookkeeping is to get the students to realize, anew, that bookkeeping is simply an orderly recording of financial transactions and classifying of transactions so that a financial report can be obtained. Preceding the introduction of the work sheet device, the students have already been exposed to the recording of financial transactions. Some ground rules were established to facilitate this recording process. One of those rules was that similar wording would be used in recording similar transactions. For example, all transactions involving an exchange of money directly would use the word *cash* in the recording process. Some other word, such as *money*, might have been used to convey the same meaning; nevertheless, this one ground rule had the effect of placing all transactions involving a direct exchange of money into a common "bin." Such, then, was the beginning of a classification process.

Almost in the same breath with the ground rule establishing classification of transactions, the ideas of a T account and debit and credit were introduced. Both of these were mere conveniences, devices, or vehicles used to convey an idea rather than ends in themselves, of course. This T account, debit-credit idea is a convenient pictorial device used to represent a "bin" and at the same time provide a means for increasing or decreasing the amount in the "bin." Two boxes placed side by side and marked "1-2," "black-white," "add-subtract," or whatever, might have been used to convey the same idea but would have been more clumsy in use, no doubt. Bookkeeping teachers need desperately to develop students' understanding of what these devices do so that the students will recall and be able to apply the idea or principle involved even though the device might be hazy in their memory.

**Work Sheet a Device.** The work sheet as a device is, perhaps, even less directly related to the idea conveyed through the device than is true for such devices as the sales journal, purchases journal, or accounts receivable ledger. The title *work sheet* implies that it has no significance other than a device. What, then, are the major problems in teaching an understanding of the work sheet as a device? As noted earlier, the work sheet provides an organization of data to produce two reports—one on the present state of the business, and another on the progress of the business for a specified period of time. In order to be certain of getting a complete financial picture of any business, one needs to know that all transactions which affect the business have been recorded. This necessity presents the first real problem for most students. In very few businesses, if any, will a simple count and tally of the transactions during the period indicate the true picture because the period of time selected is usually an arbitrary one. To stop the flow of business for several days, or perhaps weeks, to determine how the business is progressing is simply unrealistic. There must be some "adjustments," therefore, for items that are not current in order to have a reasonably true picture of the financial status of the business.

Several years ago, bookkeeping textbooks presented the work sheet with a section labeled, "adjusted trial balance." Even though this step has now been omitted in most textbooks, it is still essential for the student to understand what effect the adjustments have on the trial balance. When a student understands the steps taken to obtain an adjusted trial balance, the only remaining problem to determine profit or loss and present condition of business is to classify properly the various accounts in the adjusted trial balance. These accounts, of course,



are placed in either the income or expense category or in the asset, liability, or net-worth categories. Assuming all computations have been correct, the profit or loss and condition of the business are readily determined.

**Other Devices.** To concentrate on the device or vehicle used to facilitate learning is no less applicable to the purposes of the various journals, ledgers, and account rulings than to the purpose of the work sheet. For example, early in introductory bookkeeping instruction, need is established for an orderly procedure to use in noting transactions as they occur. The special name given to the book wherein these notes or recordings are made is, of course, the general journal. After the student has had an opportunity to establish this procedure firmly in mind, the next step is to begin using problems involving an exchange of cash or transactions involving selling or buying on credit. The only reason for a special journal in which to record such transactions is to facilitate the recording and posting processes. To emphasize the value of one or more of these special journals, problems which include a high proportion of transactions appropriate to one or more of the special journals should be used. After a thorough explanation of the new journals and after the students feel comfortable in using the new journals, assign a problem to be recorded and posted (if special ledgers have been introduced), using only the general journal and general ledger and then using the special journals and special ledgers. The saving of time evidenced by the use of the special journals and ledgers will be clear to students through this experience. Most importantly, however, the students should be led to see that these special journals and ledgers are merely tools or devices, and they do not alter the basic recording principles.

Without doubt, therefore, bookkeeping instruction is filled with opportunities to teach some device or form without helping the student see the basic concepts involved. The extent to which the teachers of bookkeeping themselves understand and seek to help their students understand the "why" of these various devices will determine, in large measure, whether the students become "bookkeeping machines" or "bookkeepers." Have your teaching *devices* become *vices*? # #

### Occupational Information (Continued from page 26)

same average weekly salary as a private secretary, above that of any other category of office worker. The junior bookkeeper (accounting clerk B) receives \$3 a week more than the senior stenographer. Bookkeeping machine operators are, however, comparatively low in the salary scale. The trend is undoubtedly toward employment of more highly specialized clerks to handle routine bookkeeping jobs. The traditional bookkeeping course is an anachronism. (See next column)

**In Conclusion.** From the preceding discussion we can draw several generalizations:

1. Since many workers drift into clerical positions, it is the responsibility of the business teacher to provide vocational guidance.
2. There are now and probably will continue to be proportionately more jobs in the clerical field than in others.
3. The clerical occupations are becoming almost completely feminized.
4. Automation is not reducing the need for clerical workers, but it is changing the types of clerical jobs and offering opportunities of a more challenging nature than formerly.
5. Clerical workers are subservient to management, and only the superior employee will still be able to bridge the gap between the two levels and achieve management status.
6. Since work is no longer a stop gap for women, management may give more consideration to additional training for them with the result that there will be more opportunities to advance to higher positions.
7. Education becomes more important as it becomes apparent that today's instruction will be used for many years. # #

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WILLIAM WINNETT, Editor

San Francisco State College, San Francisco, California

## TEACHING CLERICAL WORKERS TO HANDLE CHECKING ACCOUNT SERVICES

Contributed by WILLIAM J. KINNEALY

Capuchino High School, San Bruno, California

General clerical students need instruction in all phases of clerical activities found in today's businesses. Banking procedures, particularly checking account services, should be familiar to those students who will be employed as clerks in businesses. Furthermore, all students should have knowledge of these same services for the efficient handling of their own monetary affairs.

In presenting the unit on checking account services, I spend considerable time on the bank reconciliation statement because it is practical, it can be fairly complex, it requires problem-solving, and it is self-proving. Business forms having these four characteristics have been found to be particularly useful in clerical practice classes.

The bank reconciliation statement as shown in most textbooks usually provides for the bank statement balance, the check stub balance, bank charges, deposits not received, and outstanding checks. Seldom is provision made, however, for the clerical errors that are likely to be made in any business office. To correct this limitation, the following form was devised for use in my classes:

BANK RECONCILIATION STATEMENT			
For period ending _____			
Check Stub Balance	_____	Bank Statement Balance	_____
Deductions		Additions	
Bank Charges	_____	Deposits Not Recorded	
Errors*	_____	Date _____ Amount _____	
	_____	Total Additions	_____
	_____	Deductions	
Total Deductions	_____	Outstanding Checks	
Additions		No. _____ Amount _____	
Errors**	_____		
	_____		
Total Additions	_____	Total Deductions	_____
Correct Balance	_____	Correct Balance	_____

\*Include in this section all errors made in recording deposits or checks which will reduce the check stub balance.  
 \*\*Include in this section all errors made in recording deposits or checks which will increase the check stub balance.

Include computations for errors below:

This revised form contains three new sections: add errors, deduct errors, and space for computation. It will be noted that no allowance is made for errors that might be made by the bank. In several years of reconciling bank statements for myself, for business clients, and for student associations, very few bank errors have been found; therefore, this form will cover all but a very few contingencies that a clerical worker will encounter in normal business operations.

The practical application of this form is obvious because of the regularity with which it is used in all business offices as well as in the personal affairs of all individuals who maintain checking accounts.

The form can be made more or less complex as needed. The step by step procedure always requires neatness and attention to details. Complete instructions, however, are not included as an integral part of the form. This is in line with many forms having to do with the internal work of a firm. Often a basic format is given merely as a guide, and the office manager will explain how the form is to be used. From then on the clerk is expected to use it correctly. When presenting the form to the class, it is explained in detail. Later, as the problem is being worked, more instructions may be provided according to the needs of individual students.

The standard problem used in conjunction with this form contains the information given in most textbook problems. To this are added all of the factors which result in errors on checks and deposits. The completion of the lower portion of the form, however, requires the students to compute the amount of each error, and they must determine which errors are to be included in the "add errors" section and which ones must be listed in the "deduct errors" section. To answer these questions it is necessary for the students to think through the entire check-writing procedure.

The final advantage of this form is that it proves itself. If the correct balance on the left side does not equal the correct balance on the right side, the student knows he has made a mistake. We do little to prepare students to have a positive attitude towards finding mistakes. Most students want to give up when the problem does not prove out the first time. If teachers will work with them to find the first error and show that errors can be found, many students will actually derive a great deal of satisfaction in finding their own mistakes.

The amount of class time to be used on this form depends on the general ability of the class and the level of proficiency desired for each student. The teacher must learn through experience the amount of time needed to teach the necessary proficiency to all of the students.

# #

AGNES LEBEDA, Editor

Iowa State Teachers College, Cedar Falls, Iowa

## USING VISUAL DISPLAYS IN BASIC BUSINESS TO SEE, TO KNOW, TO REMEMBER

Contributed by **MARY WITHEROW**

Roosevelt High School, St. Louis, Missouri

Students remember what they see. As teachers we need to remind ourselves that we have students in class whose experiences are varied just as their level of abilities are varied. For a lesson to be really meaningful for them it needs to be associated with some experience they have had. One of the best ways I have found for students in basic business to adapt the lessons of the textbook to their daily lives is through the use of visual aids. No other subject in business education has available the wealth of materials that are available for use in basic business.

**Planning the Semester's Work.** As the general course outline is prepared for the semester by jotting down the units to be covered, suggestions for bulletin board displays should also be listed. To get the work started, the instructor will usually need to prepare the first display.

A heading should be selected for the display, much as a title is given to a theme. For the first bulletin board, the objective of getting the students to begin thinking about business has been accomplished by mounting, on regular sheets of construction paper, pictures of various areas of business. Some of these are the fire department, department store, bank, telephone company, newspaper plant, and post office. It is not necessary to clutter the arrangement or list all types of businesses for the students to get the idea.

**The First Day in Class.** This provides a good beginning for the course. Since the students usually do not have textbooks the first day, the bulletin board display can be used as a springboard for a short introduction. Then have the class write two or three paragraphs on how business serves them.

As the students enter into the spirit of the class, I usually ask for two volunteers to be responsible for the bulletin board each week. The displays will get better and better as the members of the class strive to outdo each other. Keep the displays current—do not let them stay up too long or lag behind the daily lessons—one a week is a good aim. Then too, the display should be meaningful enough to carry the theme of the unit being studied. When it comes test time, tie in a question with the display for the unit. This may catch a few students napping the first time, but after that they will become observant.

**Securing the Display Material.** As the units on banking, insurance, travel and communication are covered there is no better source of supply than the various offices providing these services. If the teacher will write a letter explaining the use to which the materials are to be put, the various concerns are more than generous in providing the schools with articles even to the point of loaning large posters that they display in their own offices explaining their services.

This brings to mind one pertinent fact—do not post items so small that they are not readily seen from the rear of the classroom. Make the heading clearly visible and intriguing enough to attract close inspection. Above all do not arrange everything in block form—use wheels, rectangles, diamonds, and so on. Also, titles do not always need to be at the top—place them in the center, down the side, or at the bottom for variation.

There are usually students in the class who like to help with illustrations. However, you do not always need elaborate work—just strips of paper from one heading to the next can trace the route of a check, for example. One of the neatest insurance displays I have observed was placards of numbers showing the cost of various policies.

**Use Students' Work.** Students are always interested in seeing their own reports and papers—mount them in an attractive way, label their significance, and let them be an inspiration to all. Details are not necessary in illustrations—just cut out the outlines of ships, planes, and trains for the travel display. The student photographer photographs each display. These pictures help future classes with ideas and arrangement suggestions.

Once students are interested in a course there will be many displays which will not fit on the bulletin board—movies, flannel boards, easels, tables for booklets, and other devices will have to be used. As the students become more observing, they will learn to know and to remember. # #

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ALVIN C. BECKETT, Editor  
San Jose State College, San Jose, California

## SALESMANSHIP—WITH EMPHASIS ON EXPRESSION

Contributed by JAMES DEITZ

Los Angeles State College, Los Angeles, California

Eventually a sale arrives at a point where person-to-person communication is present. Sales classes should, therefore, provide practical instruction and ample practice in effective self-expression.

A program that emphasizes oral sales presentations should be started in an easy manner and gradually increased to a point of difficult and challenging speaking situations. It is not too much to expect 15 to 20 verbal presentations from each student in a 20-week semester. Here are 16 tested and successful presentations that have been used in high school sales classes ranging in size from 14 to 37 students.

**Tongue Twister.** Tongue twisters presented to the class the first week of instruction may provide a "breaking-the-ice" type of classroom appearance. The assignment, strictly a reading one, consists of one line to be read before the class. A tongue twister selected from a list supplied previously is emphasized by reading slowly and confidently.

**Commercial.** Again the student is given an easy reading assignment to reduce the uneasy feeling he might have when speaking before a group. Here the emphasis is on enthusiasm and vivid expression. This assignment consists of reading a typical radio commercial, placing emphasis on key adjectives and putting expression into his voice. The commercials should be as authentic as possible and about 45 to 60 seconds in length. Such material is readily obtainable through radio or TV outlets or possibly local advertising agency offices.

**Me.** Although the "me" assignment appears to be an easy topic, many high school students are reluctant to talk about themselves. This speech should be written by the student, but not memorized. However, it is a good idea for the student to have notes available when delivering the talk. Such a topic should be about (a) an interesting past experience the student has had, (b) the student's background, or (c) the student's future plans. Emphasis should be placed upon friendliness and sincerity.

**Magazine Report.** This magazine report should be on an article the student has read which will arouse the interest of the listener. Such a talk necessitates a display of enthusiasm by the speaker as well as the selection of

items that will be fascinating and interesting to the listener for two to three minutes. Note cards should be allowed if needed.

**Sales Presentation No. 1.** The first real opportunity to sell something to the class (a small product brought from home) comes with an actual sales presentation. Good organization of important selling features in an enthusiastic manner is emphasized. Preceded by instruction in how to build sales points for a product utilizing every source available, the student then gives a one- to two-minute speech.

**How To!** In the "how to" speech a person is asked to present a description of how to do something, just as he would be required to explain how a machine works or how a product performs or serves. Familiar topics such as how to cook a special dish, serve guests, bowl, repair a flat tire, handle a football, and the like should be vividly explained with the help of drawings, blackboard, demonstrations, or similar props for two to three minutes.

**Sales Presentation No. 2.** The second sales presentation is an opportunity for students to improve on their original sales presentations. A repeat of the same item, an exchange of items, or new products may be the basis. Original weaknesses manifested in the first presentation should be avoided and enthusiasm emphasized. One to two minutes should be allowed.

**A Speech of Introduction.** Some well known person—governmental official, TV star, teacher, school personality, school mascot, historical figure, or the like—should be introduced as one assignment. A one-minute short and to the point talk should generate sincerity and enthusiasm for the subject.

**Grab-Bag Speech No. 1.** In the grab-bag speeches, students are asked to think rapidly and put their ideas into sales presentation form quickly. No outside preparation is required. Members come into the room and are asked to pick an item from a large shopping bag or facsimile. Such items, previously accumulated by the teacher, might include empty boxes (cough drops, tea, candy, coffee, frozen food packages, and so on), actual goods (combs, pencils, erasers, books, baby rattles, and the like), and miscellaneous items. Once the item is drawn, the student has five minutes to prepare the main sales points, put them into sales phrases, and make a talk lasting one minute.

**Impromptu No. 1.** Once again students are asked to think on their feet when their topic is chosen by "drawing" a card on which a topic is written. Three minutes are allowed to prepare remarks on one of the two topics to extend not less than one minute and more than two

minutes. Topics on the cards might include one academic and timely subject and one less serious subject; for example, Should 18-year olds be allowed to vote? and, My favorite TV show is . . . Such a talk allows practice in the very common selling task of thinking on your feet.

**Sales Presentation—In Competition.** Students are asked to sell a product, but in competition with other members of the class in the competitive sales presentation. One product is assigned to three or four students depending upon the size of the class. At least a week is allowed for preparation. When the day comes for the talks, the first speaker presents his sales talk while the other in his group wait outside the room. When the talks have been completed, the class votes on the best of the "competitors."

**Grab-Bag Speech No. 2.** Improvement should be evident in the second grab-bag speech. Students have had more sales presentation experience, feel more comfortable in front of the class, and know how to arrive at sales points and selling features faster. A variation on the original routine in which students gift wrap a small package at home, bring it to class to be "drawn" in plain sight at the front of the room, unwrapped, and then "sold" after 15 seconds of preparation heightens interest.

**Campaign Speech.** Near the end of each semester, most schools have student body elections. A list of various school offices listed on the board can provide the basis for sincere and persuasive campaign speeches in class. Comparison with campaign speeches made elsewhere in the school make valuable contributions to discussions. A two-minute time limit should be set.

**Topic of Controversy.** Controversial topics should be written on the board and students should select either side of the topic to debate. Considerable time should be allowed for student research. Speeches of controversy should emphasize the ability to persuade and sell one's own ideas.

**New Invention Sales Speech.** The students are asked to imagine an all new product for the new invention sales topic. They are to write an explanation of this product and then attempt to sell it to the class as an item that will sell well if it is introduced in the future. Such revolutionary ideas as cars that change color, cars that park sideways, and perfumed mufflers make two to three minute presentations true creative projects.

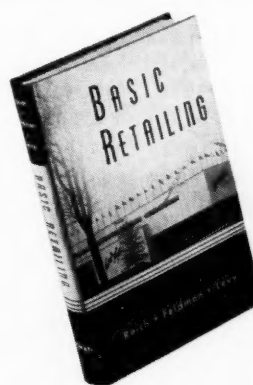
**Final.** In the final speech, the students are to speak on a topic of their choice. This four- to six-minute presentation should be done dressed up—girls in high heels and appropriate attire, boys in white shirts and ties or best sport clothes.

Students tend to become restless during those speeches in which the less effective talkers are working hard to improve their speaking ability. Since participation

stimulates interest, have the students grade and evaluate each of the other speakers on a form supplied to name the speaker, grade the speaker (limited to *C* as the lowest grade), and offer comments for improvement. Evaluation forms supplied in sufficient number to equip each class member with enough blanks to evaluate all participants throughout each speech make the job complete. Evaluations should be made after Sales Presentation No. 1.

Here is a real program for effective self-expression that can help your students secure and hold a job in the sales area.

# #



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**New York 36**

MARGUERITE CRUMLEY, Editor

State Department of Education, Richmond, Virginia

### NOMA AIDS BUSINESS EDUCATION

Contributed by EVAN L. HAMILTON

Armco Steel Corporation, Middletown, Ohio

"Businessmen everywhere are aware of the tremendous dollar and time waste that can be traced directly to illegible handwriting." This item appeared in an Austin, Texas, newspaper. As a means of correcting this situation locally, six \$100 grants to be awarded over the next three years to high school students have been established. Business, we believe, has a right to be critical so long as it is willing to help correct the situation.

It is not a bit unusual, in fact it is common practice, for a group of businessmen to get around eventually to constructively criticizing young employees. I believe this is a healthy situation because it does create a desire on the part of business to help educators in developing the business curriculum.

Admittedly, we do have some inefficient workers. We have to admit, however, that this has always been the case and doubtless always will be. If we are fair in our thinking, I am sure we will agree that the percentage of inefficient workers has not increased very greatly over the years.

Education for business will be most effective when businessmen and educators in each community cooperate to the fullest extent. If we in business and professional associations did not believe this, it would be useless for us to develop and follow through on our present program. I am sure you, who have had the pleasant and profitable experience of working at this common task, are quite willing to accept this general principle. Businessmen and educators can continue to improve the effectiveness of school instruction by working together to revise courses of study and by identifying the really fundamental concepts—concepts related to living and to the job.

**Improving Human Relations.** Business spends millions annually on research in product development and for the improvement of production facilities. Business likewise spends millions annually for local taxes, a good portion of which goes to support our educational systems. Business should be, and is, interested in working with educators to improve their future employees.

It is my conviction that successful office management depends on the ability to develop people. Successful business teaching also depends on the ability to develop

people. If you agree with this, you will realize that our two professions are alike. The National Office Management Association provides as one of its services a medium for the exchange of ideas between business and the schools.

**Educational Program.** Each chapter of the 179 chapters of the National Office Management Association has a program which develops educational projects and promotes cooperative assistance between businessmen and business educators for producing employable graduates. This list of activities will give you an idea of what some of our chapters are doing to cooperate with the schools:

1. Sponsor an international spelling program.
2. Hold an education night meeting at which the chapter's educational committee has an opportunity to clarify its program with educators of the community.
3. Assist in the utilization of the National Business Entrance Tests in the local schools.
4. Develop work-training programs for students with member companies.
5. Provide office experience for business teachers in the summer months.
6. Secure speakers to address business students.
7. Provide opportunities for business students and business educators to visit offices in order to observe office activities.
8. Provide used office machine equipment to schools for instructional purposes.
9. Cooperate with youth organizations of business education.
10. Distribute to students copies of "To the Prospective Employee" and "The Office Needs You."
11. Award plaques to schools.
12. Appoint a business educator on the educational committee.

**Employers Look to Education.** Office managers realize that the schools can give their future employees much of the instruction which they previously thought necessary for the employer to give after employment. Through constant work by our national office and the local chapters, the National Office Management Association is making progress with one of the objects set forth in its Charter of Incorporation: "To assist established educational and other institutions to interpret the needs of commerce and industry insofar as the curriculum of study and training for a business career is concerned." Our entire membership is still developing plans to fulfill this important aim.

Continued progress for our children, schools, and businessmen will be assured so long as each of us maintains his present spirit of cooperation. # #

EDITOR'S NOTE: Mr. Hamilton is the national vice-president of the National Office Management Association.



## New for You...

This issue begins the first in a series of listings of "new for you" items for the business teacher and administrator. The column will feature business education books, pamphlets, equipment, audio-visual aids, and other materials as space permits and as the information is received in the UBEA Headquarters Office. This first column is a partial listing of books and pamphlets received recently which should be of interest to business educators.

### Accounting Principles and Control

By Lawrence L. Vance. New York: Holt, Rinehart, and Winston, Inc. 1960. 681 p. \$7.50.

### Administrative Organization

By John M. Pfiffner and Frank P. Sherwood. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 481 p. \$9.

### Basic Economics

By L. C. Michelin. Cleveland: The World Publishing Company. 1960. 223 p. \$3.75.

### Basic Retailing

By Edward Reich, Robert Q. Feldman, and Leon Levy. New York: Pitman Publishing Corporation. 1960. 334 p.

### Careers in Education

By Richard Wynn. New York: McGraw-Hill Book Company, Inc. 1960. 307 p.

### Communications in Business

By William M. Schutte and Erwin K. Steinberg. New York: Holt, Rinehart, and Winston, Inc. 1960. 393 p. \$8.

### Cost Administration Cases and Notes

By Earl D. Bennett. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 606 p. \$10.

### Educating for Economic Competence

By the Association for Supervision and Curriculum Development. Washington, D. C.: the Association. 1960. 78 p. \$1.

### Effective DE Practices

By the Educational Service Bureau. Philadelphia: Temple University. 1960. 140 p. Paperback.

### Effective Report Writing

By Norman Sigband. New York: Harper & Brothers. 1960. 688 p. \$6.75.

### Financing Higher Education, 1960-70

Edited by Dexter M. Keezer. New York: McGraw-Hill Book Company, Inc. 1960. 304 p. Paperback. \$2.

### Fundamentals of Economics, Sixth Edition

By Paul F. Gemmill. New York: Harper & Brothers. 1960. 724 p. \$6.75.

### General Business for Everyday Living, Second Edition

By Ray G. Price, Vernon A. Musselman, and Edwin E. Weeks, Jr. New York: McGraw-Hill Book Company, Inc. 1960. 499 p. \$4.48.

### Introduction to Business Enterprise

By Wayne L. McNaughton. New York: John Wiley & Sons, Inc. 1960. 538 p. \$6.25.

### Leadership for Improving Instruction

By the Association for Supervision and Curriculum Development. Washington, D. C.: the Association. 198 p. \$3.75.

### Legal Reasoning: The Evolutionary Process of Law

By William Zelmeyer. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 174 p. \$4.35.

### The Manager's Job

By Robert Teviot Livingston and William W. Waite. New York: Columbia University Press. 1960. 459 p. \$10.

### Municipal and Governmental Accounting, Fourth Edition

By Irving Tenner and Edward S. Lynn. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 592 p. \$11.35.

### Principles of Accounting, Advanced, Fifth Edition

By H. A. Finney and Herbert E. Miller. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 834 p. \$11.35.

### Principles of Business Organization and Operation, Third Edition

By William R. Spiegel in collaboration with Ernest Coulter Davies. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 592 p. \$10.60.

### Public Relations and Management

By David Finn. New York: Reinhold Publishing Corporation. 1960. 175 p. \$4.50.

### The Rise of American Economic Thought

By Henry William Spiegel. Philadelphia: Chilton Company. 1960. 202 p. \$5.

### Secretarial Practice for Colleges

By Dorothy E. Lee, Tilly S. Dickinson, and Walter A. Brower. New York: McGraw-Hill Book Company, Inc. 1960. 248 p. \$3.75.

### Social Science Research on Business: Product and Potential

By Robert A. Dahl, Mason Haire, and Paul F. Lazarsfeld. New York: Columbia University Press. 1960. 185 p. \$3.

### Systems Analysis for Business Management

By Stanford L. Optner. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 276 p. \$8.

### Teaching Bookkeeping and Accounting

By Vernon A. Musselman and J. Marshall Hanna. New York: McGraw-Hill Book Company, Inc. 1960. 376 p. \$6.

### The Way Up—A Guide for the Office Worker

By Laura Kuhnel Chaney. New York: Vantage Press, Inc. 1960. 239 p. \$3.95.

### Year-Round School

By the American Association of School Administrators. Washington, D. C.: the Association. 1960. 26 p. Paperback. \$1.

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## NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

### NEA-UBEA Summer Meeting

UBEA was among the NEA Departments that provided discussion sessions for members attending the NEA convention in Los Angeles the week of June 26. The sessions were planned especially to inform the members concerning UBEA's role in the Association and to hear discussions on additional ways in which UBEA can contribute to the fulfillment of its objective—the promotion of better business education.

The two UBEA sessions were held at the Statler Hotel on June 29. Among the participants were three former presidents of UBEA, E. C. McGill, Edwin Swanson, and Erwin Keithley; a former vice-president, Jessie Graham; and the FBLA vice-president for the Western Region, Alayne Lynch.

"A United Profession Enhances Quality in Education" was the theme of the NEA Convention. A feature of this year's program was a series of concurrent sessions which afforded an opportunity for non-delegates to hear outstanding educational and lay leaders discuss topics such as "New Learning Resources" and "Objectives of Education in the Space Age."

### American Education Week

"Strengthen the Schools for the 60's" is the theme chosen for the 40th annual observance of American Education Week, November 6-12, 1960. Daily topics are:

Sunday: Serious Students—Stronger Schools

Monday: Interested Parents—Stronger Schools

Tuesday: Able Board Members—Stronger Schools

Wednesday: Quality Teachers—Stronger Schools

Thursday: Ample Funds—Stronger Schools

Friday: Challenging Curriculums—Stronger Schools

Saturday: Lifelong Learners—Stronger Schools

UBEA's president, Gladys Bahr, urges all members to participate in this important public relations activity.

### UBEA Administrative Committee Plans Year's Work

UBEA's Administrative Committee was called into session on August 12 and 13 by President Gladys Bahr. The meeting was held at the NEA Center in Washington, D. C., with the vice-president, Parker Liles; the treasurer, Vernon Payne; the executive director, Hollis Guy; and the president in attendance. The Committee reviewed programs and plans of the UBEA Divisions and Regional Associations, examined the report of the Committee on National Unity, studied the financial statements and reports, were briefed on the activities of the headquarters office and the continuing projects, and formulated plans for the year ahead.

In making a progress report of current activities, President Bahr expressed enthusiasm concerning the summer workshop sponsored by the Joint Council on Economic Education, the Young Presidents Foundation, and UBEA FORUM,

May '60, p. 31). She commended the Mountain-Plains Business Education Association for its excellent convention in Denver. After having attended her first FBLA convention, President Bahr recognized the potential of this UBEA activity for publicizing our business education program and especially for carrying business education to businessmen. Although UBEA's membership is at an all-time high, President Bahr deplored the fact that the majority of business teachers are not identified with the Association. She expressed the hope that the committees implementing the proposals for national unity in business education associations will have their reports ready for action at the meeting of their respective groups.

The Administrative Committee studied several proposals for projects to be inaugurated during the coming year. The 1961 project will be announced soon.

### Talented Student Publication

Charles E. Bish, Director of the NEA Project on the Academically Talented Student, and Hollis Guy, UBEA's Executive Director, have set October 30 as the target date for the completion of the anxiously-awaited publication on "Business Education for the Academically Talented Student." This publication is the culmination of the conference (FORUM—Feb '60, p. 30) of 25 businessmen, business educators, and school administrators.

The publication, edited by Conference Chairman Milton C. Olson, State University, College of Education at Albany, New York, will be available as a "bonus" through the Clip 'n Mail Service to UBEA members subscribing to the Comprehensive Service. Approximately 20,000 copies will be distributed to secondary school administrators. The publication may be purchased from UBEA at \$1 a copy.

The book includes topics such as the need for business education for the talented, identification and guidance roles, course content, methods of teaching, and selection of the teacher.

### Policies Commission Release

The Policies Commission for Business and Economic Education is releasing this month the first in a series of statements designed to inform school administrators and the lay public concerning the objectives of business education. The leaflet, "A Proposal for Business-Economic Education for American Secondary Schools," describes the broad areas of the program. Members of the commission, in cooperation with several prominent businessmen, addressed the statement to school administrators and urged them to provide business-economic education for *all* secondary school students.

The leaflet will be mailed to 20,000 school administrators and to the members of UBEA and Delta Pi Epsilon. Business teachers who receive the leaflet are urged to confer with their school administrators on an action program for the schools in their community.

The second leaflet in the series has a tentative title, "This We Believe." The third statement will deal with the vocational phase of business education.



### National Membership Chairman

Ralph Reed of Central State College, Edmond, Oklahoma, has been named UBEA's national membership chairman. He succeeds Dorothy H. Hazel (FORUM—May '60, p. 32) who is currently enrolled in graduate study. Dr. Reed has been on the roster of the UBEA 10,000 Club for the past five years. He served first in Oklahoma as state membership chairman and for the past two years he has headed the membership recruitment activities in the Mountain-Plains Region of UBEA.



### LET'S GO UNITED . . . UBEA 10,000 CLUB

A membership of 10,000 is the immediate goal of the UBEA 10,000 Club. This Club is composed of persons who believe in the important role of UBEA in business education throughout the country and demonstrate this belief by promoting membership among their colleagues in business education. The requirements for membership in the UBEA 10,000 Club are the submission of three or more UBEA memberships, new or renewal, one of which may be your own. The persons listed below have made a good beginning in their active support of the Association by inviting their colleagues to participate in formulating and realizing a program of action not only for business education but for the total program of education. Numbers in parenthesis indicate the number of memberships submitted since June 1, 1960.

#### CENTRAL REGION

ILLINOIS  
Cladys Bahr (6)  
Stanley Rhodes (3)  
Leonard West (8)  
IOWA  
Gloria Alcock (4)

Cleo Casady (5)  
Lloyd Douglas (7)  
WISCONSIN  
Leon Hermesen (4)  
Russell J. Hosler (13)

### ERUBEA Invitational Conference

Approximately 100 persons have accepted invitations to the first Business Education Invitational Conference sponsored by the governing board of the Eastern Region of UBEA. The conference will be held at Teachers College, Columbia University, on October 7-8. Co-chairmen of the conference are Donald J. D. Mulkerne, State University, College of Education at Albany; and James G. Brown, University of Maryland. Mary Ellen Oliverio, Teachers College, Columbia University, is in charge of local arrangements.

"Developing Balance in the Business Education Program" has been selected as the theme for the two-day meeting. Prominent features of the meeting will include addresses by school administrators, small group meetings devoted to subdivisions of the major topic, and a closing luncheon session.

The conference is a part of the expanded service to the UBEA membership within the region. Initial plans for the conference were completed at the meeting of the ERUBEA Council in New York City on March 25-26. Members of the council will hold their fall meeting on Saturday afternoon immediately following the conference. Clarence Schwager, Greenwich (Connecticut) High School, ERUBEA chairman, will preside over the council.

### UBEA Elects Board Members

One out of four UBEA members voted in the 1960 election for Executive Board members to fill the three-year term that ends in May 1963. In the recent mail balloting, the following persons received the majority vote in their respective regions:

Eastern Region—James G. Brown, University of Maryland, College Park  
Southern Region—Harry Huffman, Virginia Polytechnic Institute, Blacksburg

Central Region—Frank W. Lanham, University of Michigan, Ann Arbor  
Mountain-Plains Region—F. Kendrick Bangs, University of Colorado, Boulder

Western Region—Ralph C. Asmus, Phoenix College, Phoenix, Arizona.

The UBEA's Executive Board (see page 3) is composed of the 15 representatives elected by the members; the presidents of each of the UBEA Divisions; the presidents of the UBEA unified regional associations; and the UBEA president, vice-president, and treasurer. The executive director is an ex officio member. Officers of the Association are elected by the Executive Board at its annual meeting. These officers serve also as the Administrative Committee of UBEA.

The next meeting of the Executive Board is scheduled for February 25-26, 1961, at the Conrad Hilton Hotel, Chicago, Illinois, immediately following the annual convention of the four UBEA Divisions—research, administration, teacher education, and international.

### Founders Day Observed

UBEA members in colleges and universities across the nation observed UBEA Founders Day on July 12. It was on this date in 1892 that the Department of Business Education of the National Education Association was founded. The current national professional association for business teachers, the United Business Education Association, is an amalgamation in 1946 of this NEA Department and the National Council for Business Education which was organized in 1933.

Plans are being formulated to celebrate UBEA Founders Day each year on this date as a salute to those forward-looking leaders in business education who organized UBEA, as well as those who have continued to support the UBEA program through the years.

#### SOUTHERN REGION

ALABAMA  
Wilson Ashby (13)  
J. Curtis Hall (6)  
ARKANSAS  
J. Alvin Dickinson (5)  
GEORGIA  
Parker Liles (3)  
KENTUCKY  
Dorothy Hazel (3)  
Vernon Musselman (4)  
LOUISIANA  
Marie Louise Hebert (3)  
MISSISSIPPI  
Martin Stengena (13)  
TENNESSEE  
Eugenia Moseley (8)  
Theodore Woodward (4)  
VIRGINIA  
Z. S. Dickerson (9)  
Jeffrey Stewart (17)

#### EASTERN REGION

MARYLAND  
Prima Lee Bryson (18)  
Vernon Stone (4)  
NEW JERSEY  
Louis Nanassy (15)  
NEW YORK  
Donald Mulkerne (12)  
PENNSYLVANIA  
Jerre E. Gratz (12)

#### MOUNTAIN-PLAINS REGION

COLORADO  
F. Kendrick Bangs (3)  
Kenneth Hansen (29)  
Ruth Mitchell (5)  
KANSAS  
Rida Duckwall (4)  
Marcella Mouser (4)  
Richard Reichert (4)  
NEBRASKA  
Ron Landstrom (7)  
OKLAHOMA  
Manoi Adair (7)  
Gordon Culver (8)  
Ralph Reed (3)  
Dorothy Yandell (6)  
TEXAS  
Vernon Payne (15)  
Ardeeth Stedman (4)

#### WESTERN REGION

ARIZONA  
Kenton Ross (3)  
CALIFORNIA  
Jack Yuen (10)  
UTAH  
Iris Irons (4)  
Dean A. Peterson (6)



## CALENDAR

## Regional Meetings

Eastern Region, UBEA, Invitational Conference, New York City, October 7-8  
 Central Region, UBEA, Minneapolis, Minnesota, October 20-21  
 Southern Business Education Association, Atlanta, Georgia, November 24-26

## October Meetings

Alabama Business Education Association, Montgomery, October 7-8  
 Chicago Area Business Educators Association, October 22  
 Colorado Business Education Association, Denver, October 21-22  
 Florida Business Education Association, North Miami Beach, October 7-8  
 Minnesota Business Education Association, Minneapolis, October 20-21  
 Mississippi Business Education Association, Hattiesburg, October 29  
 Montana Business Teachers Association, Missoula, October 27-28  
 New Mexico Business Education Association, Albuquerque, October 27  
 North Dakota Business Education Association, Grand Forks, October 20  
 Oklahoma Business Education Association, Oklahoma City, October 28  
 South Carolina Business Education Association, Rock Hill, October 22  
 Texas Business Education Association, Corpus Christi, October 21  
 Washington (Western) Business Education Association, Seattle, October 22  
 West Texas Business Teachers Association, Midland, October 28-29  
 West Virginia Business Education Association, Charleston, October 13  
 Wyoming Business Education Association, Casper, October 6-7

## November Meetings

Arizona Business Education Association, Tempe, November 4  
 Arkansas Education Association, Business Education Section, Little Rock, November 2-4  
 Chicago Area Business Educators Association, November 19  
 Iowa Business Education Association, Des Moines, November 4  
 Louisiana Business Education Association, Baton Rouge, November 21  
 Missouri State Teachers Association, Business Education Section, Kansas City, November 4  
 Nevada (Northern) Business Education Association, Carson City, November 12  
 New Jersey Business Education Association, Atlantic City, November 10-11  
 South Dakota Business Education Association, Sioux Falls, November 3-4

## IN CALIFORNIA . . .

The 1960-61 officers of the California Business Education Association are Fred Cook, past-president; Lura Lynn Straub, president; William Anderson, secretary; John Linn, vice-president; Reginald Estep, historian; and Leonard Stenberg, treasurer. See story below.



## WESTERN REGION

## California

Officers elected at the Silver Anniversary Convention of the California Business Education Association held at Asilomar on April 9-11, are Lura Lynn Straub, San Diego State College, president; John Linn, San Francisco State College, vice-president; William Anderson, Anacapa Junior High School, secretary; Leonard Stenberg, Diablo Valley College, treasurer; and Reginald Estep, Yuba City High School, historian.

Six general sessions and 36 "If Clinics" served all levels of interest — junior high school, senior high school, junior college, senior colleges and universities, and administrators. Those attending the convention had an opportunity to see the impressive installation of the new FBLA Chapters of Sunset High School, Hayward, and Andrew Hill High School, San Jose, by an installation team from the Los Gatos Chapter of FBLA. The 1961 convention will be held in the General Grant Hotel in San Diego during the Easter vacation.

(California has 543 UBEA members—68 more members than one year ago.)

## California (Bay Section)

Russell Sickelbower, San Francisco State College, was elected president of the Bay Section of the California Business Education Association at the spring meeting of the group. Other officers elected are Alvin Beckett, San Jose, vice-president; Gerald Maxwell, San Jose, treasurer; and Margaret Binggeli, Novato, secretary. County chairmen are: Alameda — Harold Smith; Contra Costa — Betty Sloan; Marin — John Cook; Napa — Larry Dent; San Francisco — Marian Gualco; San Joaquin — Roger Daveys;

San Mateo — Lionel Goularte; Santa Clara — Pauline Tedesco; Solano — Loren Smith; and Sonoma — Delphine Lynch.

## EASTERN REGION

## Maryland

The Maryland Business Education Association held its second all-day spring meeting on April 30 at Glen Burnie High School, Glen Burnie. Approximately 350 members and guests were present.

Wendell Sheets, immediate past-president, introduced the keynote speaker, Robert J. Jones, Educational Relations Staff, General Motors Corporation, Detroit, Michigan.

Lena Clemmer, Glen Burnie High School, president of the association, introduced the following consultants for the morning and afternoon sectional meetings: Office Practice — James Meehan, Hunter College, New York City; Bookkeeping and Recordkeeping — Harry Huffman, Virginia Polytechnic Institute, Blacksburg; Shorthand — Frances D. North, Baltimore, Maryland; General Business — Edwin Weeks, Syracuse Public Schools, Syracuse, New York; and Typewriting — T. James Crawford, Indiana University, Bloomington.

The following teacher-moderators assisted in the area meetings: Alberta Huey, Bel Air High School, Bel Air; John Byrd, Brooklyn Park High School, Anne Arundel County; Margaret Lotz, Howard County Senior High School, Ellicott City; John R. Cherry, Wicomico Senior High School, Salisbury; and Julius Nelson, Edmondson High School, Baltimore.

The meeting was under the direction of the officers: Lena Clemmer, Glen Burnie High School, president; Katherine Flynn, Prince George's County, vice-president; Ruth Bartlett, Cecil County, treasurer;

and Beatrice M. Robinson, Baltimore City, secretary.

(Maryland has 89 UBEA members—89 percent of 1960-61 goal.)

### Connecticut

"Business Education in a New Decade" was the theme used at the annual convention of the Connecticut Business Educators Association held in Storrs on May 14. D. D. Lessenberry, University of Pittsburgh, was the featured speaker at the luncheon meeting.

Speakers for the sectional meetings included: Bookkeeping—Milton C. Olson, State University, College of Education at Albany; General Business—Edwin E. Weeks, City Schools, Syracuse, New York; and Secretarial—Mary E. Connelly, Boston University, Chairmen for the three groups were Alfred Boulden, Waternown High School; August Tomasetti, Maplewood Junior High School, Bridgeport; and Inez W. Stoeckert, Torrington High School. Recorders were Blanche Kayrukstis, Robert E. Fitch Senior High School, Groton; Sheila M. Walsh, Middletown High School; and Dorothy M. Karnes, Stafford High School.

Frederic W. Rossomando, Wilbur Cross High School, New Haven, was elected president of the association for 1960-61. Other officers elected are William F. Clynes, Old Saybrook High School, vice-president; Alice McCaw, Wilbur Cross High School, secretary; and Josephine E. Cribbons, Amity Regional High School, Woodbridge, treasurer.

(Connecticut has 94 UBEA members—75.2 percent of 1960-61 goal.)

## MOUNTAIN-PLAINS REGION

### Wyoming

The Wyoming Business Education Association executive board held its annual spring meeting in Casper, April 22. Main business transacted was planning for the October 7 meeting for business teachers.

Homer L. Cox, associate professor of business communication, University of Colorado, will address the Wyoming business teachers at the meeting. Following the address, WBEA members will hold a business meeting at which time, in addition to other business, officers for the next two years will be elected. Also, each district will elect its new representatives.

(Wyoming has 64 UBEA members—94.1 percent of its 1960-61 goal.)

### Nebraska

Luella Van Vleck, Bloomfield High School, was elected president of the Nebraska Business Education Association at the April meeting of the association. Other new officers are Shirley Anderson, Grand Island Senior High School, first vice-president; Elizabeth Sack, Blair High School, second vice-president; Wilma Sawyer, Beatrice Senior High School, recording secretary; Viola Golson, Kimball County High School, corresponding secretary; and James Van Marter, Holdrege High School, treasurer.

The theme of the meeting was "Business Education Faces the 60's." Dorothy Travis, Central High School and University of North Dakota, Grand Forks, was the featured speaker.

Ronald Landstrom, Nebraska State Teachers College, Kearney, is the new UBEA membership chairman for Nebraska. He succeeds Marilyn Berg of Omaha Technical High School.

(Nebraska has 127 UBEA members—79.4 percent of 1960-61 goal.)

### Kansas

Executive board members of the Kansas Business Teachers Association met in Salina on September 10 to plan the state convention which is scheduled for March 31 and April 1, 1961, in Salina.

Officers of the association are Helen Trotter, Highland Park High School, Topeka, president; Gilbert Boone, Shawnee-Mission North High School, Merriam, vice-president; and Lois Maple, Kingman High School, Kingman, secretary-treasurer. Other board members include Fred Jarvis, High School, Abilene, executive secretary; Warren Peterson, High School, Plains, past-president; and directors: Lenell Slaten, Kansas State College of Pittsburg; Edna Bengtson, High School, Ellsworth; Ava Ruth Humphrey, High School, Liberal; and Jesse Teele, High School, Topeka.

Speakers at the April 1-2, 1960, meeting of the association included Vernon W. Wells, Wichita Business College; Ralf Thomas, Kansas State College of Pittsburg; and Eugene L. Swearingen, Oklahoma State University, Stillwater. Panel participants were Donald E. Wilson, Shawnee-Mission East High School, Prairie Village; Richard D. Brown, Lebo High School; Louise Keller, Wichita High School South; John W. Smith, Hutchinson High School; Walter Ben-

son, Hutchinson; Jack Cronhardt, Hutchinson; and Wallace Schultz, Wakefield.

(Kansas has 279 UBEA members—99.6 percent of 1960-61 goal.)

### North Dakota

Ruth B. Wooschlager, Northern Illinois University, DeKalb, formerly from Grand Forks, North Dakota, has announced the program for the North Dakota Business Education Association convention which will be held in Grand Forks on October 20. Margaret Barr, University of North Dakota, Grand Forks, is the acting chairman for the convention. Rentze Nicolay, Garrison High School, is vice-chairman; and Carol Costello and Clarence Duppong, St. James High School, Grand Forks, are secretary and treasurer, respectively.

The meeting will open with a business session at 2 p.m. Program features include a review of research entitled "Bookkeeping Practice Sets As Used by North Dakota Teachers," by Roy Swenson, State Education Department, Bismarck; and demonstration lessons in typewriting and basic business by Dale Atwood, University of North Dakota, and John Keller, Valley City High School, respectively.

Panel participants include Lowell Vaughn, Bemidji State College, Bemidji, Minnesota; Susanne Tjornholm, Fergus Falls Junior College; Viola Watkins, James Town High School; Rentze Nicolay; John Kenney, Hazelton High School; Joanne Harrington, State Teachers College, Mayville; Marvin Devig, Grafton High School; Marion Munson, Valley Junior High School; Alice Boen, Central High School, Grand Forks; William Karaim, Cando High School; and Alice Hansen, Bismarck Junior College.

Dorothy Travis, Grand Forks, will demonstrate the use of the introductory films of the controlled reading experiment.

(North Dakota has 66 UBEA members—66 percent of 1960-61 goal.)

## CENTRAL REGION

### Chicago Area

D. D. Lessenberry, University of Pittsburgh, will be the speaker at the October 22 meeting of the Chicago Area Business Educators Association. He will speak on the topic, "Evaluating the Teacher in Action."

(Please turn to next page)



## IN SOUTH CAROLINA

... The new officers for the South Carolina Business Education Association are Virginia Atkinson, vice-president; Sunnie M. Hudson, secretary-treasurer; and Elizabeth B. Scruggs, president. See story below.

**Chicago Area** (Continued from p. 39)

CABEA meets monthly during the school year (except December) in the Wedgewood Room at Marshall Field & Company, Chicago.

The newly elected officers are Stanley Rhodes, Highland Park High School, Highland Park, president; Arlene Rittenhouse, Morton West High School, Berwyn, vice-president; William Mitchell, Prospect High School, Mt. Prospect, secretary; and Marietta Parr, Oak Park-River Forest High School, Oak Park, treasurer.

**Missouri**

The Business Education Department of the Missouri State Teachers Association will hold its annual meeting on Friday, November 4. The luncheon meeting will be at 12:30 in the Hotel President Ballroom, Kansas City.

Robert E. Slaughter, vice-president of the McGraw-Hill Book Company, Inc., New York City, will speak on "New Directions in Business Education." The business meeting will include election of officers for 1960-61. Advance reservations for the meeting can be made by mailing a check for \$3 to Lorena Card, Kansas City Junior College, Kansas City.

Officers of the department are Wilma L. Sullivan, North Kansas City, president; Lucas Sterne, Warrensburg, vice-president; Alpha Brantner, Kirksville, secretary; and Marie Vilhauer, Cape Girardeau, treasurer.

(Missouri has 140 UBEA members—19 more members than one year ago.)

**Michigan**

A. C. Herman, Jackson Business University, Jackson, was elected president of the Michigan Business Education Association at the 22nd annual convention of the association held in March. Other officers of the association are Pauline Duns-

more, Muskegon High School, first vice-president; Dale Keyser, Midland High School, second vice-president; and Floyd Feusse, Arthur High School, Saginaw, treasurer. Helen Walter, Eastern High School, Lansing, was elected to the board.

(Michigan has 154 UBEA members—33 more members than one year ago.)

**St. Louis Area**

Officers elected at the April 30 meeting of the St. Louis Area Business Educators Association are Berrien Williams, O'Fallon Technical High School, president; James Roberts, O'Fallon Technical High School, vice-president; Algerine Falana, Sumner High School, secretary; and Joseph Loignon, Beaumont High School, treasurer.

**SOUTHERN REGION****South Carolina**

Elizabeth B. Scruggs, Kingstree High School, Kingstree, was elected president of the South Carolina Business Education Association at its annual meeting on March 25. Virginia Atkinson, Parker High School, Greenville, was chosen vice-president and Sunnie M. Hudson, University of South Carolina, Columbia, is the new secretary-treasurer.

The luncheon speaker, Harold Gilbreth, Department of Business and Economics, Winthrop College, spoke on the subject "The South Carolina Business Education Curriculum."

The fall meeting of the association will be held at Winthrop College, Rock Hill, October 22. Donald Fuller, Chairman, Division of Business Administration, Georgia State College for Women, Milledgeville, will be the guest speaker.

(South Carolina has 93 UBEA members—93 percent of 1960-61 goal.)

**Tennessee**

Members of the Tennessee Business Education Association met in Nashville, April 8, for their annual meeting. Joan Sivinski, Gregg Publishing Company, New York City, spoke to the group on "Presenting Shorthand Theory."

New officers of the association are Mrs. Ray Kinslow, Tennessee Polytechnic Institute, Cookeville, president; Theodore Woodward, George Peabody College for Teachers, Nashville, first vice-president; Jerry Rust, Austin Peay State College, Clarksville, second vice-president; and Patty Landon, David Lipscomb College, Nashville, secretary-treasurer.

(Tennessee has 153 UBEA members—71.1 percent of 1960-61 goal.)

**Florida**

New officers of the Florida Business Education Association were elected at the April 23 business meeting of the association in Miami Beach. Those taking office on October 8 are Joseph Barkley, Edgewater High School, Orlando, chairman; Berneese Overholtz, Northeast High School, St. Petersburg, chairman-elect; Ellen Butler, Stranahan High School, Fort Lauderdale, secretary; and Carolyn E. Luck, Paxon Senior High School, Jacksonville, treasurer.

Delegates to the UBEA Representative Assembly in Atlanta, Georgia, November 24, are Frances Bartoszek, P. K. Yonge Laboratory School, Gainesville; Mr. Barkley; and Irvin H. Cole, Florida State University High School, Tallahassee. Alternates are Frances Causey, Hardee County High School, Wauchula; and Leon Ellis, Hillsborough High School, Tampa.

The ninth annual conference for Florida business education teachers will be held at North Miami Beach, October 7-8, 1960. Margaret McAuslan, Miami Edison Senior High School, is serving as local chairman. She is working with Carrol Waggoner, Dade County Public Schools, Miami, the current chairman of the association.

The over-all theme of the conference is "Building the 'B' in Business Education," emphasizing general business concepts in the major areas of business education. Robert E. Slaughter, McGraw-Hill Book Company, Inc., will deliver the main address to the group on Friday evening.

(Florida has 161 UBEA members—82.5 percent of 1960-61 goal.)



# The Southern News Exchange

Published by the Southern Business Education Association, a Region of UBEA

Volume 9

October 1960

Number 1

## Business Education—

## A Challenge for All

SBEA OFFICERS . . . Officers of SBEA responsible for the annual convention include (left to right) James W. Crews, second vice-president; Reed Davis, first vice-president; Elizabeth O'Dell, secretary; Hulda Erath, president; William Warren, treasurer; Jeffrey Stewart, membership chairman; and (not in photograph) Wilson Ashby, editor.



### DON'T MISS . . .

#### THURSDAY

UBEA 10,000 Club Breakfast .....	8:00 a.m.
UBEA Representative Assembly .....	9:00 a.m.
Tour of Atlanta .....	11:00 a.m.
Official Reception .....	6:00 p.m.
Fellowship Dinner .....	7:00 p.m.
Open House .....	9:30 p.m.

#### FRIDAY

FBIA Sponsors Breakfast .....	7:45 a.m.
First General Session .....	9:15 a.m.
Divisional Meetings .....	10:45 a.m.
Delta Pi Epsilon Luncheon .....	12:30 p.m.
Sectional Meetings .....	Afternoon
Annual Banquet .....	7:00 p.m.
Convention Ball .....	9:30 p.m.
Open House .....	9:30 p.m.

#### SATURDAY

Special Breakfasts .....	8:00 a.m.
Second General Session .....	9:15 a.m.
Business Session .....	11:15 a.m.

### SOUTHERN

### BUSINESS

### EDUCATION

### ASSOCIATION

### CONVENTION

The Atlanta Biltmore Hotel  
Atlanta, Georgia  
November 24-26, 1960

# Southern Business Education Association—

THEME: BUSINESS EDUCATION—

## CONVENTION PROGRAM

THURSDAY, NOVEMBER 24, 1960

### UBEA 10,000 CLUB BREAKFAST (8:00—9:30 a.m.)

*Presiding:* HOLLIS GUY, Executive Director, United Business Education Association, Washington, D. C.

### UBEA REPRESENTATIVE ASSEMBLY (9:30—10:30 a.m.)

*Presiding:* GLADYS BAHR, President of UBEA, New Trier Township High School, Winnetka, Illinois

Roll Call and Accrediting of Delegates of Affiliated Associations: HOLLIS GUY

(All members of UBEA-SBEA are eligible to attend both the UBEA Breakfast and the Representative Assembly, and they are especially urged to do so. To know one's organization and how it functions increases the enjoyment of membership and the professional benefits of that membership.)

Discussion Groups and Business Session

### RECREATION AND FELLOWSHIP (11:00 a.m.—5:00 p.m.)

Tour of City of Atlanta, including Cyclorama and Stone Mountain. Lunch en route. Register early for this tour which has been planned for your pleasure and entertainment.

### OFFICIAL RECEPTION (6:00 p.m.)

All SBEA members, guests, and exhibitors are invited.

### FELLOWSHIP DINNER (7:00—9:00 p.m.)

*Speaker:* ELVIN S. EYSTER, Chairman, Department of Business Education, Indiana University, Bloomington, Indiana

### OPEN HOUSE (9:30 p.m.)

Georgia Business Education Association  
South-Western Publishing Company

FRIDAY, NOVEMBER 25, 1960

### FBLA SPONSORS BREAKFAST (7:45—9:00 a.m.)

*Presiding:* FRANK HERNDON, FBLA Board of Trustees, Southern Region, Mississippi State College for Women, Columbus, Mississippi

(A cordial invitation is extended to all business teachers whether or not they sponsor an FBLA Chapter.)

### FIRST GENERAL SESSION (9:15—10:30 a.m.)

*Presiding:* HULDA ERATH, President of SBEA, The University of Southwestern Louisiana, Lafayette, Louisiana

*Invocation:* THE REVEREND EDWIN C. COLEMAN, Rector, St. John's Episcopal Church, College Park, Georgia

*Greetings:* CLAUDE L. PURCELL, Superintendent of Schools, State of Georgia, Atlanta

*Speaker:* RUSSELL HOSLER, President of National Association for Business Teacher Education, The University of Wisconsin, Madison, Wisconsin

TOPIC: *The Challenges in Business Education*  
Business Meeting

DIVISIONAL MEETINGS (10:45 a.m.—12:15 p.m.)

### SECONDARY SCHOOLS

*Chairman:* CARL JORGENSEN, John Marshall High School, Richmond, Virginia

*Vice-Chairman:* SARAH DEAN WEST, Sylvan High School, Atlanta, Georgia

*Secretary:* ETHEL PLOCK, Ahrens Trade High School, Louisville, Kentucky

TOPIC: *Meeting the Challenge by Teaching Business English*

*Speaker:* DOROTHY E. LEE, Richmond Professional Institute, Richmond, Virginia

### PRIVATE BUSINESS SCHOOLS

*Chairman:* MILO KIRKPATRICK, JR., King's Business College, Charlotte, North Carolina

TOPIC: *The Importance of Production Typewriting*

*Speaker:* T. JAMES CRAWFORD, Indiana University, Bloomington, Indiana

### JUNIOR COLLEGES

*Chairman:* ELEANOR R. DIXON, Manatee College, Bradenton, Florida

*Vice-Chairman:* SARA BEST, Walker College, Jasper, Alabama

*Secretary:* MARY E. MCCAIN, Averett College, Danville, Virginia

TOPIC: *Human Relations in Business*

*Speaker:* EDWIN C. MAROTTE, District Administrative Manager, Aluminum Company of America, Atlanta, Georgia, and President of the Atlanta Chapter of the National Office Management Association

TOPIC: *The Businessman in Business Education from the Viewpoint of the Educator*

*Speaker:* CURTIS BISHOP, President, Averett College, Danville, Virginia

### COLLEGES AND UNIVERSITIES

*Chairman:* G. H. PARKER, University of Tennessee, Knoxville

*Vice-Chairman:* KENNETH ROACH, University of Georgia, Athens, Georgia

*Secretary:* MARY LIB VANCE, Mercer University, Macon, Georgia

TOPIC: *Implications of Recent Forces and Trends in Collegiate Education*

*Speaker:* HARMON WILSON, South-Western Publishing Company, Cincinnati, Ohio

### LUNCHEON-DELTA PI EPSILON (12:30—2:15 p.m.)

*Host Chapter:* Omega Chapter, George Peabody College for Teachers, Nashville, Tennessee

SECTIONAL MEETINGS (Friday Afternoon)

### BASIC BUSINESS

*Chairman:* JAMES L. WHITE, East Carolina College, Greenville, North Carolina

# Atlanta, Georgia, November 24-26, 1960

## A CHALLENGE FOR ALL

*Vice-Chairman:* JAMES W. LOYD, East Tennessee State College, Johnson City, Tennessee

*Secretary:* MARY MCGINTY, Richmond Professional Institute, Richmond, Virginia

### TOPIC:

*Moderator:* RAY PRICE, University of Minnesota, Minneapolis, Minnesota

### Panel Members:

KENNETH ZIMMER, Richmond Professional Institute, Richmond, Virginia

RAMON HEIMERL, Colorado State College, Greeley, Colorado

GLADYS BAHR, New Trier Township High School, Winnetka, Illinois

HAROLD GILBRETH, Winthrop College, Rock Hill, South Carolina

### ADMINISTRATION AND SUPERVISION

*Chairman:* WILSON ASHBY, University of Alabama, University, Alabama

*Vice-Chairman:* RICHARD CLANTON, State Department of Education, Baton Rouge, Louisiana

*Secretary:* VIRGINIA HARRIS, Radford College, Radford, Virginia

*TOPIC: Administrators and Supervisors Accept the Challenge to Business Education*

*Moderator:* LYTLE FOWLER, University of Mississippi, University, Mississippi

### Panel Members:

ENOS PERRY, Supervisor of Business Education, Chicago, Illinois

CHARLES NIX, West High School, Nashville, Tennessee

NEWTON OAKES, North Georgia College, Dahlonega, Georgia

### CLERICAL PRACTICE

*Chairman:* J. CURTIS HALL, Auburn University, Auburn, Alabama

*Vice-Chairman:* LEON ELLIS, Hillsborough High School, Tampa, Florida

*Secretary:* ELLEN MOORE, Florence State College, Florence, Alabama

**THEME:** HOW TO DAWDLE LESS AND TEACH MORE IN CLERICAL PRACTICE

*TOPIC: Teaching Clerical Practice Without the Use of Office Machines*

*Demonstrator:* HARRY HUFFMAN, Virginia Polytechnic Institute, Blacksburg, Virginia

*TOPIC: Teaching Clerical Practice by the Case Method*

*Demonstrator:* MARIE ANN OESTERLING, Hewitt-Trussville High School, Trussville, Alabama

*TOPIC: Teaching Clerical Practice by the Project Method*

*Demonstrator:* RICHARD GREENE, Washington-Lee High School, Arlington, Virginia

*TOPIC: Teaching Clerical Practice by the Committee Method*

*Demonstrator:* DORIS B. REED, Jordan Vocational High School, Columbus, Georgia

### BOOKKEEPING AND ACCOUNTING

*Chairman:* JAMES WYKLE, Mississippi State College for Women, Columbus, Mississippi

*Vice-Chairman:* HARRY SWAIN, Atlantic Christian College, Wilson, North Carolina

*Secretary:* HAROLD B. KANE, Savannah Vocational School, Savannah, Georgia

*TOPIC: Case Problems for the Teaching of Bookkeeping and Accounting*

*Moderator:* J. MARSHALL HANNA, The Ohio State University, Columbus, Ohio

### Panel Members:

EILEEN T. ALTROCK, East Atlanta High School, Atlanta, Georgia

VANCE T. LITTLEJOHN, Woman's College, University of North Carolina, Greensboro, North Carolina

ARTHUR WALKER, Virginia State Department of Education, Richmond, Virginia

REBECCA PERKINS, Murphy High School, Mobile, Alabama

### SECRETARIAL

*Chairman:* WOODIE L. TUCKER, Richmond Professional Institute, Richmond, Virginia

*Vice-Chairman:* EVELYN WITHERS, Frank L. Ashley High School, Gastonia, North Carolina

*Secretary:* MARY MARSHALL BEARD, West Fulton High School, Atlanta, Georgia

*TOPIC: Education for Top-Level Secretarial Positions*

*Speaker:* GEORGE A. WAGONER, The University of Tennessee, Knoxville, Tennessee

*TOPIC: Opportunities for Top-Level Secretaries*

*Speaker:* MARGARET EMERY, Secretary, Reynolds Metal Company, Richmond, Virginia

**CONVENTION BANQUET (7:00—9:00 p.m.)**

**CONVENTION BALL (9:30 p.m.—Midnight)**

**OPEN HOUSE (9:30 p.m.)**

Gregg Publishing Division, McGraw-Hill Book Company, Inc.

## SATURDAY, NOVEMBER 26, 1960

**SPECIAL BREAKFASTS (8:00—9:00 a.m.)**

George Peabody College for Teachers, Indiana University, New York University, University of Kentucky, University of Mississippi, University of Tennessee, Richmond Professional Institute, Virginia Polytechnic Institute

**SECOND GENERAL SESSION (9:15—11:15 a.m.)**

*Presiding:* REED DAVIS, First Vice-President of SBEA, West Virginia Institute of Technology, Montgomery, West Virginia  
(Over, please)



**SECOND GENERAL SESSION (Continued)**

*Presentation of Panel:* JAMES W. CREWS, Second Vice-President of SBEA, University of Florida, Gainesville, Florida

*TOPIC: Issues and Questions in Business Education*

*Panel Chairman:* THEODORE WOODWARD, George Peabody College for Teachers, Nashville, Tennessee

*Panel Participants:*

HAMDEN L. FORKNER, Professor Emeritus, Teachers College, Columbia University, New York City

JOHN H. MOORMAN, University of Florida, Gainesville, Florida

LUCY ROBINSON, Georgia State College for Women, Milledgeville, Georgia

WILLIAM WARREN, Enka High School, Enka, North Carolina

**BUSINESS SESSION (11:15—11:45 a.m.)**

*Presiding:* HULDA ERATH, President of SBEA

**SBEA Executive Board**

President ..... HULDA ERATH, Lafayette, La.

First Vice-President ..... REED DAVIS

Montgomery, W. Va.

Second Vice-President ..... JAMES W. CREWS

Gainesville, Fla.

Secretary ..... ELIZABETH O'DELL, Columbia, S. C.

Treasurer ..... WILLIAM P. WARREN, Enka, N. C.

Editor ..... WILSON ASHBY, University, Ala.

UBEA-SBEA Membership Chairman ..... JEFFREY STEWART

Blacksburg, Va.

Past President ..... Z. S. DICKERSON, Harrisonburg, Va.

UBEA Executive Director (ex officio) ..... HOLLIS GUY

Washington, D. C.

**STATE REPRESENTATIVES**

Alabama ..... EVELYN GULLEDGE, Birmingham

Arkansas ..... RUTH CARTER, Little Rock

Florida ..... FRANCES BARTOSZEK, Gainesville

Georgia ..... ZENOBIA T. LILES, Atlanta

Kentucky ..... ETHEL PLOCK, Louisville

Louisiana ..... MARIE LOUISE HEBERT, Breaux Bridge

Mississippi ..... JAMES WYKLE, Columbus

North Carolina ..... EVELYN WITHERS, Gastonia

South Carolina ..... SARA K. ZEAGLER, Blythewood

Tennessee ..... EUGENIA MOSELEY, Nashville

Virginia ..... MARGUERITE CRUMLEY, Richmond

West Virginia ..... JUANITA B. PARKER, Buckhannon

**UBEA REPRESENTATIVES**

VERNON ANDERSON ('61) ..... Murray, Ky.

Z. S. DICKERSON ('62) ..... Harrisonburg, Va.

HARRY HUFFMAN ('63) ..... Blacksburg, Va.

**Convention Arrangements**

General Chairman for Convention ..... PARKER LILES  
Georgia State College

**COMMITTEE CHAIRMEN**

Exhibits ..... J. T. GOEN, Fulton County Board of Education

Registration ..... LINDLE E. FREEMAN, Fulton High School

Fellowship Dinner ..... JEAN VOYLES, Georgia State College

Equipment ..... GEORGE NEWMAN, O'Keefe High School

Prizes and Favors ..... DORIS WILLIAMS

Smith-Hughes Vocational School

Hospitality and Tours ..... SARAH DEAN WEST

Sylvan Hills High School

Breakfasts ..... JANE BENNETT, Murphy High School

Advertising and Programs ..... LAURA LEARY

Northside High School

Banquet and Dance ..... MARY M. BEARD

West Fulton High School

Publicity ..... EDITH MULKEY, Decatur High School

Delta Pi Epsilon Luncheon ..... EILEEN ALTROCK

East Atlanta High School

**UBEA-SBEA Membership Report**

August 31, 1960

Regional Chairman: Jeffrey Stewart

	1960 Aug. 31	1960-61 Goal	Percentage of Goal
Alabama	122	135	90.3
Arkansas	101	110	91.8
Florida	161	195	82.5
Georgia	157	175	89.7
Kentucky	244	260	93.8
Louisiana	158	180	87.7
Mississippi	213	190	112.1
North Carolina	153	200	76.5
South Carolina	93	100	93.0
Tennessee	153	215	71.1
Virginia	217	225	96.4
West Virginia	65	75	86.6
Totals	1837	2060	89.1

Make your reservations now for this annual convention of the Southern Business Education Association Convention. Write to the Atlanta Biltmore Hotel, Atlanta, Georgia, for room accommodations. The UBEA 10,000 Club Breakfast at 8:00 a.m. on Thursday, November 24,

opens the preconvention activities. Be sure to be present. To know one's organization and how it functions increases the enjoyment of membership and the professional benefits of that membership. The convention has been planned to provide something for everyone.

# FBLA forum

For Sponsors and Advisers  
of FBLA Chapters

## Convention Highlights

Twelve major purposes establish the guidelines for the activities of the Future Business Leaders of America. Each of these purposes was achieved at the exciting ninth annual FBLA National Convention at the Morrison Hotel in Chicago on June 12-14. Adults participating in the convention, whether as chapter sponsors, speakers, judges, or in other capacities, never cease to marvel at the performance of the FBLAers who conduct the business sessions, discussion groups, and the major events of the convention.

A continuous whirl of activity highlighted the convention from the preconvention activities through the climactic Awards Banquet. Mayor Richard J. Daley welcomed the group at the first general session, prior to the keynote address given by L. B. Hunter, Vice-President, Inland Steel Company, Chicago. Ray O. Mertes, Director, School and College Service, United Air Lines, Chicago, addressed the group at the second general session. Hamden L. Forkner, professor emeritus, Teachers College, Columbia University, New York City, brought greetings to the FBLAers at the preconvention "Get Together."

It was a student convention from there on with Roy Peters, Southwestern State College, Weatherford, Oklahoma, FBLA national president; and Rose Ann Sadler, Iowa State Teachers College, Cedar Falls, college division vice-president, presiding.

"In Pursuit of Quality in FBLA," the theme of the convention, established the tone and the major area of emphasis for the discussion groups. Chairmen, recorders, and panel members consisted of state delegates at the convention.

New officers elected for the 1960-61 FBLA year are Frances Clanton, Baton Rouge (Louisiana) High School, president; Rose Ann Sadler, Iowa State Teachers College, Cedar Falls, first vice-president (college division president); Marjorie Copeman, Norwin High School, Irwin, Pennsylvania, vice-president for the Eastern Region; Evelyn Solomon, Dobyns-Bennett High School, Kingsport, Tennessee, vice-president for the Southern Region; Sharolyn Wilson, Eagle Grove (Iowa) High School, vice-president for the Central Region; Pete Galde, Lewisville (Texas) High School, vice-president for the Mountain-Plains Region; Alayne Lynch, Adolfo Camarillo High School, Camarillo, California, vice-president for the Western Region; Larry Baker, Burns (Oregon) Union High School, secretary; and Keith Rueckel, Fairmont High School, Kettering, Ohio, treasurer.

College division officers in addition to President Rose Ann Sadler are William Earl Sowell, III, Northwest Mississippi Junior College, Senatobia, vice-president; and Judy Miller, Kansas State Teachers College, Emporia, secretary.

The first-place winners in the major convention events are: Event 1—Activities Report (Forkner Award): Christiansburg (Virginia) High School. Event 2—Most Original Project: High School—Anaheim (California) Union High School; College—Mississippi State College for Women, Columbus. Event 3—Largest Chapter Membership in Region: Eastern—



1960-61 OFFICERS . . . State Delegates at the ninth annual FBLA National Convention elected Keith Rueckel, Frances Clanton, and Larry Baker to the offices of treasurer, president, and secretary, respectively.

Augustin Stahl High School, Bayamon, Puerto Rico; Southern—East Jefferson High School, Metairie, Louisiana; Central—Proviso East High School, Maywood, Illinois; Mountain-Plains—Grand Prairie (Texas) Senior High School; Western—Whittier (California) Union High School. Event 4a—Local Chapter in Region Installing Largest Number of New Chapters During Current School Year: Eastern—Reading (Pennsylvania) Senior High School; Southern—Miami (Florida) Jackson High School and Murray (Kentucky) College High School tied; Central—Nicolet High School, Milwaukee, Wisconsin; Mountain-Plains—North Texas State College, Denton; Western—Excelsior High School, Norwalk, California. Event 4b—State Chapter Organizing Largest Number of New Chapters During Current School Year: California.

Event 5a—Largest Local Chapter Attendance at the Convention: Carenero (Louisiana) High School. Event 5b—Largest State Chapter Attendance at the Convention: Louisiana. Event 6a—Best Local Chapter Exhibit: Kansas (Emporia) State Teachers College. Event 6b—Best State Chapter Exhibit: Louisiana. Event 7—Best Annual State Chapter Report in Region: Eastern—Pennsylvania; Southern—Louisiana; Central—Iowa; Mountain-Plains—Texas; Western—California. Event 8—National Parliamentary Procedure Contest: Texas.

Event 9—Mr. Future Business Leader of 1960: Nick Laird, Birdville High School, Fort Worth, Texas. Event 10—Miss Future Business Leader of 1960: Melonie Wehr, Northington (Ohio) High School. Event 11—Mr. Future Business Executive of 1960: Charles Pitts, The College of the Ozarks, Clarksville, Arkansas. Event 12—Miss Future Business Executive of 1960: Marjorie Buchner, University of Oklahoma, Norman. Event 13—National Spelling Relay: Pennsylvania. Event 14—National Vocabulary Relay: Texas. Event 15—National Public Speaking Contest: Diane Rickey, Thornton Fractional South High School, Lansing, Illinois.

## GOLD-SEAL AWARDS

Gold-Seal Certificates are awarded by the United Business Education Association to local FBLA chapters with outstanding programs that contribute to better education for business. The selection of award winners is based on (a) chapter projects that carry out the purposes of FBLA, (b) presentation of annual reports, (c) business-like reports and correspondence in dealing with both the State Chapter and the National FBLA organization, (d) participation in FBLA conventions, and (e) recommendations of the chairman of the State FBLA Committee. The following chapters qualified for a Gold-Seal Certificate during the past school year:

School and Chapter Number	City and State	School and Chapter Number	City and State
Gadsden High School (494)	Gadsden, Ala.	Sulphur High School (537)	Sulphur, La.
Murphy High School (1789)	Mobile, Ala.	Thibodaux High School (350)	Thibodaux, La.
Ashdown High School (1656)	Ashdown, Ark.	West Monroe High School (944)	West Monroe, La.
Mountain Home High School (1259)	Mountain Home, Ark.	Sanford High School (211)	Sanford, Maine
Anaheim Union High School (140)	Anaheim, Calif.	Milford Mill Junior-Senior H. S. (575)	Baltimore, Md.
Adolfo Camarillo High School (1640)	Camarillo, Calif.	Franklin High School (349)	Reisterstown, Md.
Chino Unified High School (439)	Chino, Calif.	Taneytown High School (1568)	Taneytown, Md.
Elk Grove Union High School (1160)	Elk Grove, Calif.	Westminster Senior High School (480)	Westminster, Md.
Manteca Union High School (223)	Manteca, Calif.	Clinton High School (1907)	Clinton, Miss.
Excelsior High School (550)	Norwalk, Calif.	Mississippi State College for Women (1265)	Columbus, Miss.
Pleasant Hill High School (1225)	Pleasant Hill, Calif.	Central High School (1708)	Jackson, Miss.
Ganesha High School (2003)	Pomona, Calif.	Chillicothe High School (1849)	Chillicothe, Mo.
Roseville Joint Union High School (1226)	Roseville, Calif.	Doniphan High School (1433)	Doniphan, Mo.
American River Junior College (1805)	Sacramento, Calif.	Mountain Grove High School (103)	Mountain Grove, Mo.
Tranquillity Union High School (844)	Tranquillity, Calif.	Mt. Vernon High School (1910)	Mt. Vernon, Mo.
Wheat Ridge High School (1583)	Wheat Ridge, Colo.	Rich Hill High School (1246)	Rich Hill, Mo.
Bristol High School (1889)	Bristol, Conn.	Parkview High School (1948)	Springfield, Mo.
St. Anthony High School (1592)	Bristol, Conn.	Burlington Senior High School (498)	Burlington, N. J.
Southington High School (1909)	Southington, Conn.	Burnt Hills-Ballston Lake Cen. Sch. (1302)	Burnt Hills, N. Y.
Miami Jackson High School (263)	Miami, Fla.	Pamlico County High School (1139)	Bayboro, N. C.
West Georgia College (255)	Carrollton, Ga.	Havelock High School (1638)	Havelock, N. C.
Cedartown High School (708)	Cedartown, Ga.	Fike Senior High School (1528)	Wilson, N. C.
Andrew College (1456)	Cuthbert, Ga.	Elida High School (948)	Elida, Ohio
Heard County High School (440)	Franklin, Ga.	Fairmont High School (1764)	Kettering, Ohio
Lanier Senior High School for Boys (218)	Macon, Ga.	New Madison Village School (1746)	New Madison, Ohio
Northwest Nazarene College (1447)	Nampa, Idaho	Worthington Senior High School (1842)	Worthington, Ohio
Thornton Fractional H. S. South (2038)	Lansing, Ill.	Alex High School (1137)	Alex, Okla.
Marion High School (737)	Marion, Ill.	Jenks High School (504)	Jenks, Okla.
Proviso East High School (41)	Maywood, Ill.	Lawton Senior High School (1799)	Lawton, Okla.
McLeansboro Township High School (705)	McLeansboro, Ill.	Southwestern State College (1057)	Weatherford, Okla.
Waukegan West High School (1992)	Waukegan, Ill.	Bend Senior High School (1444)	Bend, Oreg.
Francis Joseph Reitz High School (23)	Evansville, Ind.	Burns Union High School (1803)	Burns, Oreg.
Warren Central High School (1449)	Indianapolis, Ind.	Taft High School (1253)	Taft, Oreg.
Walter P. Chrysler Memorial H. S. (131)	New Castle, Ind.	Altoona Senior High School (650)	Altoona, Pa.
Iowa State Teachers College (4)	Cedar Falls, Iowa	Collingdale High School (982)	Collingdale, Pa.
Washington High School (1673)	Cedar Rapids, Iowa	Norwin High School (1152)	Irwin, Pa.
Clarion High School (24)	Clarion, Iowa	Munhall High School (1381)	Munhall, Pa.
Eagle Grove High School (1058)	Eagle Grove, Iowa	Reading Senior High School (1428)	Reading, Pa.
Labette County Community H. S. (567)	Altamont, Kans.	State College High School (644)	State College, Pa.
Lebo High School (1857)	Lebo, Kans.	Rafael Rocca High School (1815)	Naguabo, P.R.
Shawnee-Mission North H. S. (272)	Merriam, Kans.	Republica de Colombia High School (1947)	Rio Piedras, P.R.
Topeka High School (2174)	Topeka, Kans.	Conway High School (796)	Conway, S. C.
Theodore Ahrens Trade H. S. (143)	Louisville, Ky.	Greenville Senior High School (104)	Greenville, S. C.
Murray College High, Murray S. C. (43)	Murray, Ky.	Parker High School (590)	Greenville, S. C.
Reidland High School (856)	Paducah, Ky.	Humboldt High School (1714)	Humboldt, Tenn.
Baton Rouge High School (560)	Baton Rouge, La.	S. A. Owen Junior College (1411)	Memphis, Tenn.
Istrouma High School (375)	Baton Rouge, La.	Breckenridge High School (293)	Breckenridge, Tex.
Bernice High School (308)	Bernice, La.	North Texas State College (821)	Denton, Tex.
Boyce High School (262)	Boyce, La.	Birdville High School (1489)	Fort Worth, Tex.
Grayson High School (319)	Grayson, La.	Technical High School (1176)	Fort Worth, Tex.
Natchitoches High School (91)	Natchitoches, La.	Lewisville High School (1629)	Lewisville, Tex.
Rocky Mount High School (1451)	Plain Dealing, La.	Paris Junior College (1998)	Paris, Tex.
		Francis C. Hammond High School (2002)	Alexandria, Va.
		Christiansburg High School (384)	Christiansburg, Va.
		Culpeper County High School (418)	Culpeper, Va.
		Princess Anne High School (1162)	Lynnhaven, Va.
		Martinsville High School (297)	Martinsville, Va.
		John Marshall High School (663)	Richmond, Va.
		Varina High School (387)	Richmond, Va.
		Jefferson High School (481)	Roanoke, Va.
		Andrew Lewis High School (1151)	Salem, Va.
		Columbia High School (1394)	Richland, Wash.
		Shoreline High School (1782)	Seattle, Wash.
		Clendenin High School (1507)	Clendenin, W. Va.
		East Bank High School (458)	East Bank, W. Va.
		Nitro High School (813)	Nitro, W. Va.
		Nicolet High School (1512)	Milwaukee, Wis.
		Shawano High School (923)	Shawano, Wis.
		Oak Creek High School (1917)	South Milwaukee, Wis.
		Waukesha High School (96)	Waukesha, Wis.



1201 SIXTEENTH STREET, N.W.  
WASHINGTON 6, D. C.

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## PUBLICATIONS LIST

### • High School Business Education

**BUSINESS CURRICULUM—WHAT IS ITS FUTURE? (THE).** A reprint of the popular article based on the Conant report. The authors describe curriculum patterns for business subjects in today's secondary schools. Reprinted from THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1959. 10 p. 25¢.

**BUSINESS EDUCATION CURRICULUM—A FUTURISTIC LOOK, (THE).** This is one of the most forward-looking treatments of today's business education curriculum that is available anywhere. Topics range from social change, automation, and economic change affecting the business curriculum to symposiums on business education for the brighter students and business education for students of lower ability. FORUM REPRINT SERIES, No. 3, 1960, 36 p. \$1.

**BUSINESS EDUCATION FOR THE ACADEMICALLY TALENTED STUDENT IN THE SECONDARY SCHOOL.** This report of the 1960 conference sponsored jointly by the National Education Association Project on the Academically Talented Student and the United Business Education Association, includes chapters on the need for business education for the academically talented, identification and guidance of the academically talented, course content on the American business economic system for the academically talented, methods for teaching the academically talented, the selection of the business teacher for the academically talented, and a bibliography. The book is written and edited by prominent businessmen and business educators. Approx. 64 p. \$1. (Available Fall 1960)

**BUSINESS EDUCATION FOR THE TALENTED.** Every layman interested in education and every school administrator should have an opportunity to read this article outlining the need for academically talented students to take business education. (Reprinted from BUSINESS EDUCATION FORUM, February 1960.) 2 p. 10 copies for 25¢, 100 copies for \$2.

### BUSINESS EDUCATION PROGRAM IN THE EXPANDING SECONDARY SCHOOL, (THE).

The characteristics of a good business education program in the secondary school are described. This comprehensive coverage of the business education program includes topics such as housing; equipment; teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; co-ordinated work experience; adult education; research; evaluating effectiveness of teaching in various subject areas; and what business education has to offer to general education, vocational competency, and community relations. 1957. 160 p. \$1.50 paper cover, \$2 hard cover.

### HOW TO TEACH THE CLERICAL PROGRAM.

This comprehensive coverage of the secondary school clerical program covers topics from administering the program to how it should be taught. A 20-page listing of resources to use in teaching the clerical program is included. QUARTERLY REPRINT SERIES, No. 3, 1959, 72 p. \$1.25.

### PROPOSAL FOR BUSINESS-ECONOMIC EDUCATION FOR AMERICAN SECONDARY SCHOOLS, (A).

This leaflet is the first in a series of releases prepared by the Commission for Business and Economic Education. Single copies free. Send self-addressed #10 envelope with 4¢ postage attached.

### • Administration and Supervision in Business Education

#### ADMINISTERING BUSINESS EDUCATION IN LARGE HIGH SCHOOLS.

Topics such as budgets, equipment and layout, selection and assignment of business teacher personnel, curriculum, extraclass activities, and public relations are considered along with other items of special interest to the supervisor, to the department head, and to the business teachers in a large high school. A Directory of Supervisors of Business Education (Cities of over 100,000 and States) is included. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1958. 64 p. \$1.

#### ADMINISTERING BUSINESS EDUCATION IN THE SIXTIES.

The effect of the '50's on the '60's in the administration of business education is the theme for this publication. Curriculum revision in business education and improvement of instruction in business education at the college and secondary levels form the major portion of the issue. A special report on vital trends and problems in the administration and supervision of business education and the annual directories of state, and city and county (50,000 population or more) supervisors of business education are included. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1960. 64 p. \$1.

#### ADMINISTERING BUSINESS EDUCATION ON THE COLLEGE AND UNIVERSITY LEVEL.

Curricular and noncurricular problems are covered in the administration of business education in various types of colleges and universities. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1959. 64 p. \$1.

#### ADMINISTRATIVE PROBLEMS IN BUSINESS EDUCATION.

The annual May issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY is designed for administrators of business education programs at all levels from a one teacher high school system to a head of the department in a large college. Issues available are: 1950, 64 p.; 1951, 48 p.; 1952, 56 p.; 1953, 64 p.; 1955, 72 p.; 1956, 64 p. \$1 each.

#### EVALUATING THE EFFECTIVENESS OF SUPERVISION IN BUSINESS EDUCATION.

Basic information covering the responsibilities, functions, and specific duties of supervisors; also methods to implement a supervisory program of business education at each level of instruction. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1957. 56 p. \$1.

## • Business Teacher Education

**BUSINESS TEACHER EDUCATION CURRICULUM, (THE).** A variety of problems and practices are covered in this publication on planning and implementing the business teacher education curriculum. NABTE BULLETIN 63. 1955. 64 p. \$1.

**BUSINESS TEACHER RECRUITMENT MATERIALS OF NABTE MEMBER SCHOOLS.** A special committee of the National Association for Business Teacher Education surveyed the member schools and has compiled a report of methods and techniques, results of recruitment programs, and appraisal of materials used. A list of materials available for recruiting business teachers is included. 1958. Mimeographed. 21 p. \$1.

**BUSINESS TEACHER SUPPLY AND DEMAND.** This special report, prepared by a committee representing the National Association for Business Teacher Education, reports supply and demand figures for business teachers in the five regions of the United States with a report of experiences of member colleges and universities in the area of supply and demand. 1958. Mimeographed. 18 p. 50¢.

**CHALLENGES IN BUSINESS TEACHER EDUCATION.** This up-to-date resume of business education—past, present, and a look to the future—is divided into four parts: Business Education in a Modern World, Vital Issues in Business Education, A New Era: Automation and Modern Technology, and Pioneering in Business Education. 1957. 72 p. \$1.50.

**EVALUATING BUSINESS TEACHER EDUCATION PROGRAMS.** The topics covered range from the "why" and "what" to the "how" in evaluating business teacher education programs. NABTE BULLETIN 59. 1953. 72 p. \$1.

**FRONTIERS IN BUSINESS TEACHER EDUCATION.** The 1960 NABTE address by John R. Emens and a report of the discussion group sessions at the annual NABTE convention are included in this publication which is of practical value for teacher education classes and business education teachers. NABTE BULLETIN 72. 1960. \$1.25.

**HOW TO TEACH BUSINESS SUBJECTS—ESPECIALLY DESIGNED FOR STUDENT TEACHERS.** A book combining sections and reprints from NABTE Bulletins 60, 61, 65, and 69. The book is divided into four parts—Orienting Yourself, How You Will Be Supervised, How You Will Be Evaluated, and How To Teach Business Subjects. It is ideal for use as a textbook in methods classes and as a reference book for student teachers and new teachers. Cloth bound. 1959. 176 p. \$2.50.

**SELECTION AND RECRUITMENT OF BUSINESS TEACHERS.** Recruitment principles and procedures are presented including consideration of qualitative and quantitative factors; selective procedures; visitation programs; and practices at a state university, land-grant college, state college, and private university. NABTE BULLETIN 58. 1953. 48 p. \$1.

## SUGGESTED GUIDANCE PRACTICES FOR BUSINESS TEACHER RECRUITMENT.

The role in the recruitment of business teachers is outlined for teachers in secondary schools and teachers colleges, high school and college counselors, professional organizations, and the supervisor. NABTE BULLETIN 64. 1956. 24 p. \$1.

**SUPERVISING STUDENT TEACHERS IN BUSINESS EDUCATION.** Some of the factors to consider in student teacher programs are provided and include such topics as the role of the college supervisor, selecting and eliminating student teachers, visiting and observing student teachers, and developing interest in teaching. NABTE BULLETIN 60. 1954. 72 p. \$1.

**NABTE BULLETINS.** Single copies \$1; quantity discounts available when 10 or more copies are sent to the same address. (†) Indicates only single copies available.

† 32. The Development and Present Status of The Future Teachers of America. January 1944. 42 p.

33. Collegiate Teaching of Shorthand and Typewriting. May 1944. 42 p.

34. Relationships Between Commerce Programs and Education Programs in Business Teacher-Training in Colleges and Universities. December 1944. 62 p.

35. An Evaluation of the Graduate Courses in Business Education Offered in the Colleges and Universities of the U. S. in 1943. March 1945. 51 p.

36. An Analysis of the Requirements for the Masters Degree in State Universities. May 1945. 71 p.

38. A Study of the Interest Patterns of Business Education Teachers in Public Secondary Schools. March 1946. 63 p.

## • Business Education Periodicals

**BUSINESS EDUCATION FORUM.** A monthly magazine of down-to-earth aids for the alert business teacher. Issued October through May. Included with UBEA \$5 basic and \$7.50 comprehensive membership service. Annual subscription to libraries, \$5. Single copies \$1. Bound Volumes 1 through 14 available, \$6.95 each volume. Write for information on library subscription.

**THE NATIONAL BUSINESS EDUCATION QUARTERLY.** Provides monograph-type treatment of special areas of business education—administration and supervision, research, international, and teacher education. Included with the \$7.50 comprehensive membership service (which includes subscription to BUSINESS EDUCATION FORUM). Annual subscription to libraries, \$3. Bound volumes 6 through 8, 10, 12, 13, and 15 through 28 available. \$4.95 each volume.

**BOUND VOLUMES OF UBEA PUBLICATIONS.** Bound volumes provide a compact, permanent method of maintaining your magazines. BUSINESS EDUCATION FORUM is available at \$6.95 for combined Volume 1 and 2, and \$6.95 for each volume 3 through 14. THE NATIONAL BUSINESS EDUCATION QUARTERLY is available at \$4.95 each, Volumes 6 through 8, 10, 12, 13, and 15 through 28.

39. Proceedings of the Nineteenth Annual Convention. June 1946. 74 p.

† 41. Part I—Business Education in California. Part II—An Analysis of the Requirements for the Baccalaureate Degree in the Colleges of Liberal Arts and Business Administration. March 1947. 48 p.

42. Proceedings of the Twentieth Annual Convention. May 1947. 59 p.

48. Proceedings of the Twenty-Second Annual Convention. June 1949. 80 p.

51. Proceedings of the Twenty-third Annual Convention. June 1950. 102 p.

52. The Nature of Experiences and Practices in the Organization and Administration of Business Education Student-Teaching Programs. December 1950. 67 p.

† 53. Part I: The Construction of a Standardized Test in Typewriting for Use on the Collegiate Level. Part II: Curriculum Guide for Distributive Education Students. March 1951. 78 p.

54. Crucial Problems in Business-Teacher Education. June 1951. 75 p.

55. Challenges for Better Business Teacher Education. December 1951. 66 p.

56. Criteria for Certification of Business Teachers. June 1952. 40 p.

† 57. An Appraisal of the Business-Teacher Education Program. December 1952. 66 p.

68. Better Programs for Business Teacher Preparation—Distinguished Lecture in Business Teacher Education and Proceedings of 1958 Convention. Fall 1958. 24 p.

70. Creativity in Business Teacher Education—A Prospectus. Distinguished Lecture in Business Teacher Education and Proceedings of 1959 Convention. Fall 1959. 56 p.

## • Testing in Business Education

**NATIONAL BUSINESS ENTRANCE TESTS.** Six tests are available in each of two series: Business Fundamentals and General Information, Bookkeeping and Accounting, Stenography, General Office Clerical (including filing), Machine Calculation, and Typewriting. The six tests in the General Testing Series are used in schools for grading purposes and in preparing students for the Official Testing Series. The tests in the Official Testing Series are for administration at any Official Testing Center, which could easily be your own school. Tests in the General Testing Series are available at 50¢ each; a complete specimen set (1 each of 6 tests plus manuals) is available for \$3.00. Write for additional information on the Testing Program and Official Testing Centers.

**STUDENTS TYPEWRITING TESTS.** Students Typewriting Tests are available to measure marketable productivity of typewriting students at the end of each of the first four semesters of typewriting. The tests may be used for diagnostic purposes after they have been used to measure the results of teaching in terms of productive ability. Each test includes both straight copy and production work. National norms and awards are available for use with the Students Typewriting Tests. A complete specimen set (1 copy of each of 4 tests and manuals) is available for \$1.50.

## • Research in Business Education

**GUIDE TO RESEARCH IN BUSINESS EDUCATION.** One of the most complete reference books available for students and advisers reviewing, conducting, or interpreting research in business education. NABTE BULLETIN 66. 1957. 80 p. \$1.25.

**NEEDED RESEARCH IN BUSINESS EDUCATION.** All business educators interested in conducting research will find this publication valuable. Some specific areas have been identified where work is vitally needed to fill gaps in business education research. RESEARCH BULLETIN OF UBEA, No. 1. 1955. 16 p. \$1.

**RESEARCH IN BUSINESS EDUCATION.** Reports of techniques and developments in research in business education are compiled by the Research Division of UBEA to keep its membership informed. Also included in each issue since 1952 is a list of current studies completed and underway. 1950, 64 p.; 1951, 52 p.; 1952, 80 p.; 1953, 80 p.; 1954, 64 p.; 1955, 64 p.; 1956, 50 p.; 1957, 48 p.; 1958, 56 p.; 1959, 48 p.; 1960, 64 p. \$1 each.

**SUMMARIES OF STUDIES AND RESEARCH IN BUSINESS EDUCATION FOR THE YEAR 1959.** Research abstracts of 85 researches in business education are included in this annual publication designed to acquaint business educators with the general nature of studies completed during the year. THE NATIONAL BUSINESS EDUCATION QUARTERLY. October 1960. 72 p. \$2 (Copies of the 1953, 1955, 1956, and 1957 summaries are also available at \$2 a copy. When ordering copies released between 1953 and 1959, please specify the year.)

## • Future Business Leaders of America

**FUTURE BUSINESS LEADERS OF AMERICA HANDBOOK.** The handbook, designed for use as a guide by business teachers and students in organization and operation of chapters of the national organization for young adults preparing for careers in business, includes suggestions for organizing, selection of projects, preparation of constitution, installation, and other information concerning the FBFA organization. 1959. 64 p. \$2.

**100 MONEY-MAKING PROJECTS.** This book describes successful projects used for money-raising purposes by FBFA chapters throughout the country. 1952. 39 p. \$1.50.

## UBEA ORDER FORM

Quantity	Item	Price	Total
<b>HIGH SCHOOL BUSINESS EDUCATION</b>			
	Business Curriculum—What Is Its Future? (The)	.25	
	Business Education Curriculum—A Futuristic Look, (The)	1.00	
	Business Education for the Academically Talented Student in the Secondary School	1.00	
	Business Education for the Talented (10 @ 25¢, 100 @ \$2.00)		
	Business Education Program in the Expanding Secondary School Hard cover (\$2.00), Paper cover (\$1.50)		
	How To Teach the Clerical Program	1.25	
	Proposal for Business-Economic Education for American Secondary Schools, (A) (Send addressed #10 envelope with 4 cents postage attached)		
<b>ADMINISTRATION AND SUPERVISION IN BUSINESS EDUCATION</b>			
	Administering Business Education in Large High Schools	1.00	
	Administering Business Education in the Sixties	1.00	
	Administering Business Education on the College and University Level	1.00	
	Administrative Problems in Business Education (Specify issues)	1.00	
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<b>BUSINESS TEACHER EDUCATION</b>			
	Business Teacher Education Curriculum, (The)	1.00	
	Business Teacher Recruitment Materials of NABTE Member Schools	1.00	
	Business Teacher Supply and Demand	.50	
	Challenges in Business Teacher Education	1.50	
	Evaluating Business Teacher Education Programs	1.00	
	Frontiers in Business Teacher Education	1.25	
	How To Teach Business Subjects—Especially Designed for Student Teachers	2.50	
	Selection and Recruitment of Business Teachers	1.00	
	Suggested Guidance Practices for Business Teacher Recruitment	1.00	
	Supervising Student Teachers in Business Education	1.00	
	NABTE Bulletins. (Specify Bulletins by number)	1.00	
<b>BUSINESS EDUCATION PERIODICALS</b>			
	Business Education Forum—1 yr., \$5.00; single copies, \$1.00; bound volumes, \$6.95. Specify years, copies, or volumes		
	The National Business Education Quarterly—1 yr., \$3.00; single copies, October \$2.00, December \$1.25, March and May each \$1.00; bound volumes, \$4.95. Specify years, copies, or volumes		

**TOTAL THIS PAGE**

**NOTE:** Be sure to fill in name and address on opposite side of this form. Checks or money orders should be made payable to United Business Education Association. Orders of \$2 or less should be accompanied by payment. Orders not accompanied by remittance will be billed with postage and mailing charges added.

**DISCOUNTS:** Educational discounts are available on most items when two or more copies of a publication are mailed to the same address—2-9 copies, 10%; 10 or more copies, 20%.

Clip 'n Mail

To Future Business Leaders of America

Hollis Guy, Executive Director

1201 Sixteenth Street, N. W., Washington 6, D. C.

Please send me information concerning the FBFA organization and instructions for organizing a chapter in my school. I (do) (do not) now sponsor a business club. Approximate number of members \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_

Street and Number \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_



Quantity	Item	Price	Total
<b>TESTING IN BUSINESS EDUCATION</b>			
	National Business Entrance Tests (General Testing Series)		
	Business Fundamentals and General Information .....	.50	
	Bookkeeping and Accounting .....	.50	
	General Office Clerical .....	.50	
	Machine Calculation .....	.50	
	Stenography .....	.50	
	Typewriting .....	.50	
	Specimen Set (1 each of 6 tests) .....	3.00	
	Students Typewriting Tests. Prices apply to tests of the same number (Test I, II, III, or IV) purchased in multiples of 10. 10 tests—\$1.00; 20 tests—\$1.60; 30 tests—\$2.10; 40 tests—\$2.60; 50 tests—\$3.00; 60 tests—\$3.45; 70 tests—\$3.85; 80 tests—\$4.20; 90 or more tests—50 cents each 10 tests.		
	Test I—Semester I .....		
	Test II—Semester II .....		
	Test III—Semester III .....		
	Test IV—Semester IV .....		
	Specimen Set (1 each of 4 tests) .....	1.50	
<b>RESEARCH IN BUSINESS EDUCATION</b>			
	Guide to Research in Business Education .....	1.25	
	Needed Research in Business Education .....	1.00	
	Research in Business Education (Specify issues) .....	1.00	
	Summaries of Studies and Research in Business Education for the Year 1959 (Other years available—specify year) .....	2.00	
<b>FUTURE BUSINESS LEADERS OF AMERICA</b>			
	Future Business Leaders of America Handbook .....	2.00	
	100 Money-Making Projects .....	1.50	
<b>MISCELLANEOUS BUSINESS EDUCATION PUBLICATIONS</b>			
	Adult Classes in Business Education .....	1.00	
	Chronology of Business Education in the United States .....	.25	
	Guidance in Business Education .....	.50	
	International Business Education .....	1.00	
	One Hundred Years in Business Education .....	2.00	
	Magazine Binders—Business Education Forum .....	\$3.50	
	The National Business Education Quarterly .....	3.50	
	(Combination of any two binders for \$6.50)		
<b>TOTAL THIS PAGE</b>			

Name \_\_\_\_\_ Position (Title) \_\_\_\_\_

School or Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

YES! I want membership in the United Business Education Association; START IT NOW. Remittance of \$ \_\_\_\_\_ is enclosed.

National: UNITED BUSINESS EDUCATION ASSOCIATION

Regional: SBEA, MPBEA, WBEA, CRUBEA, or ERUBEA

Type of UBEA Membership Service (Please check)

☐ **Basic Service**—Provides full active privileges in your national and unified regional association, a year's subscription to the **Business Education Forum**, and special membership releases ..... **\$5.00**

(Budget Rates: 2 years, \$9.00; 3 years, \$12.00)

or

☐ **Comprehensive Service**—Provides full active privileges in your national and unified regional association and the four UBEA Divisions: Research Foundation, Administrators Division, National Association for Business Teacher Education (individual), and International Division. Also a year's subscription to the **Business Education Forum**, **The National Business Education Quarterly**, bulletins, and special membership releases ..... **\$7.50**

(Budget Rates: 2 years, \$13.50; 3 years, \$19.50)

☐ **International Society for Business Education**—Including the **International Review** and membership privileges. (Add \$1.50 a year to Comprehensive or Basic Service—\$3.00 to nonmembers of UBEA)

Join the National Education Association through the local representative.

This is a ☐ New UBEA membership  
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Make check payable to United Business Education Association. Give application and dues to your UBEA State Membership Chairman or mail to the United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Your last year's Forum address (if different from above address)

## • Miscellaneous Business Education Publications

### ADULT CLASSES IN BUSINESS EDUCATION.

This publication is devoted to an overview of adult education in business education with articles on adult classes in each of the major business education subjects. Approx. 36 p. FORUM REPRINT SERIES, No. 4, 1961. \$1. (Available after January 1961)

### CHRONOLOGY OF BUSINESS EDUCATION IN THE UNITED STATES.

Includes important dates, names, and events in the history of business education in the United States. Reprinted from the Centennial Issue of BUSINESS EDUCATION FORUM, 1957. 8 p. 25¢.

### GUIDANCE IN BUSINESS EDUCATION.

A down-to-earth approach to successful guidance practices, the role of the counselor, and bulletin board suggestions provide a well-rounded treatment of this important phase of the school program as related to business education. FORUM REPRINT SERIES, No. 1, 1958. 24 p. 50¢.

### INTERNATIONAL BUSINESS EDUCATION.

The January 1959 issue of BUSINESS EDUCATION FORUM features international business education and teaching aids in business education. FORUM REPRINT SERIES, No. 2, 1959. 42 p. \$1.

### ONE HUNDRED YEARS IN BUSINESS EDUCATION.

A chronology of business education in the United States and an historical treatment of the major subject areas in business education and the United Business Education Association make this publication a must for the library of each professional business teacher. 1957. 65 p. Cloth, \$2.

### MAGAZINE BINDERS.

Binders for your UBEA publications, BUSINESS EDUCATION FORUM and THE NATIONAL BUSINESS EDUCATION QUARTERLY, are now available. The long-lasting, durable binders have a simulated leather cover, beautifully embossed with the magazine title. Each binder (\$3.50) holds a two year's supply of magazines. By ordering two binders, you receive a discount price—one FORUM and one QUARTERLY binder, two FORUM binders, or two QUARTERLY binders for \$6.50. Payment must accompany the order.

51 (Continued from page 2)

that which UBEA has now with the NEA. The Executive Board of the American Business Education Association, through its delegated personnel, shall serve as the official spokesman for business education, and shall sponsor and promote such functions as it deems desirable and essential to the success of business education.

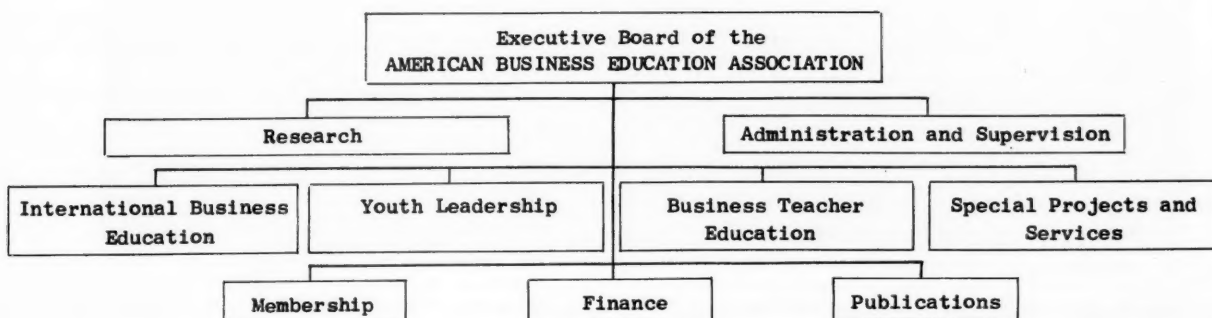
#### 1. Membership

- a. The members of the Executive Board shall hold membership in the ABEA and NEA.
- b. The Executive Board shall consist of:
  - (1) The presidents of the regional business education associations.
  - (2) The president of the National Association for Business Teacher Education.
  - (3) The president of the United States Chapter of the International Society for Business Education.
  - (4) The elected representatives from the regional business education associations.
  - (5) The president, the vice-president, the treasurer, and the immediate past-president of the American Business Education Association.
  - (6) The executive director, the president of the Administrators Division, and the president of the Research Division shall serve as ex officio members.
- c. Method of election of the regional representatives.
  - (1) The elected representatives shall be based on one representative for each 1,000 members or major fraction thereof (501 or more members).
    - 501-1,500 members - 1 representative
    - 1,501-2,500 members - 2 representatives
    - 2,501-3,500 members - 3 representatives
    - 3,501-4,500 members - 4 representatives
    - 4,501-5,500 members - 5 representatives
  - (2) The representatives shall be nominated and elected by each regional association in the manner prescribed by its constitution.
  - (3) To begin the implementation of the plan, membership representation shall be as follows: For a two-year period beginning July 1, 1962.
    - EBTA - 3 representatives
    - M-PBEA - 2 representatives
    - N-CBEA - 3 representatives
    - SBEA - 2 representatives
    - WBEA - 2 representatives
- d. There should not be more than two regular meetings of the Executive Board each year. Additional meetings shall be held only with the approval of three-fifths of the Executive Board.

#### Administrative Committee for the Executive Board

The president, the vice-president, the treasurer, the immediate past-president, and the executive director shall constitute the Administrative Committee of the Executive Board.

#### FUNCTIONAL ORGANIZATION CHART



(Over, please)

Administering the Finance Function

Each of the five regional business education associations shall manage its own finances and keep its own records in accordance with the regulations of its own executive board. A membership fee shall be paid according to the type of membership and shall be uniform in all regions. The fees shall be as follows:

- A. Basic Membership fee, \$8.00 (Includes yearbook and monthly periodical).
- B. Comprehensive Membership fee, \$10.00 (Includes the yearbook, monthly periodical, quarterly, and other special publications).
- C. Student Membership fee, \$5.00 (Includes yearbook and monthly periodical).

All membership fees shall be allocated in the following manner:

- A. One dollar and fifty cents of each basic and comprehensive membership fee shall be allocated to the region in which the membership is vested.
- B. The balance of all basic and comprehensive membership fees shall be allocated to the American Business Education Association.
- C. The entire student membership fee shall be allocated to the American Business Education Association.

A Finance Committee composed of six members of the Executive Board shall be elected by the Executive Board as follows:

- A. One from elected representatives from each of the regional associations.
- B. The Executive Board Treasurer, who shall act as chairman of the Finance Committee.

The Finance Committee, in cooperation with the other officers and the executive director of the Executive Board shall prepare a financial budget for the Executive Board one year in advance of the end of the fiscal period to which the budget applies. This budget shall be approved by the Executive Board and shall be based on anticipated receipts and expenditures from membership, publications, and other professional and operational activities at the national level.

The accounting for all receipts and expenditures of the Executive Board shall be the responsibility of the executive director, and he shall make periodic reports to the Finance Committee. The books of account shall be audited according to the rules under which the Executive Board operates.

The fiscal year shall be July 1 to June 30.

Publication Function

There shall be a Committee on Publications composed of five members, one from each region, appointed by the Executive Board. This committee shall:

- A. Recommend to the Executive Board desirable types of publications. To begin the implementation of the plan, the publication program shall include at least a yearbook, a monthly magazine of a minimum of eight issues, a quarterly, and other special publications. The present titles of the Business Education Forum and the American Business Education Yearbook shall be continued.
- B. Direct the planning of publications authorized by the Executive Board, and subject to its approval, recommend:
  - 1. Editor(s)
  - 2. Format, style, etc.
  - 3. Sale price
  - 4. Other activities related to publications.
- C. Appoint such subcommittees as may be necessary for carrying out its functions.

The Joint Publication Commission (National Business Teachers Association and the Eastern Business Teachers Association) and the UBEA Publications Committee shall continue to function until publications already planned have been published.

This plan will go into operation on July 1, 1962.



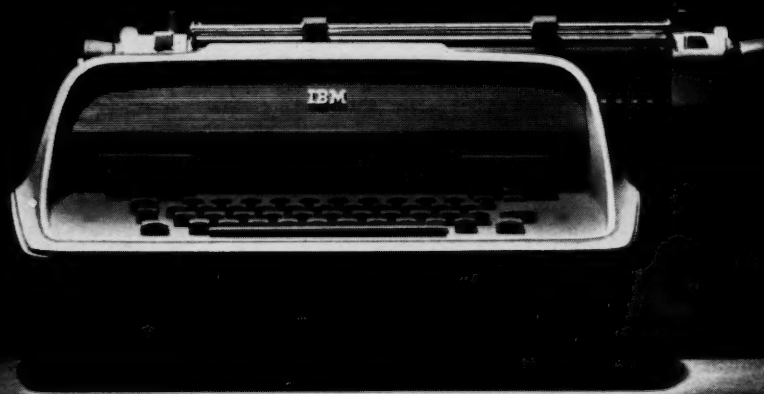


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The Fall Issue of *The National Business Education Quarterly* is a professional service of the United Business Education Association. The subscription rate to libraries is three dollars a year. The UBEA comprehensive membership service includes a subscription to the *Quarterly* and

a year's membership in the four UBEA Professional Divisions (institutions excepted). Many back issues of the *Quarterly* are available at the single copy rate. Write to the United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., concerning the *Quarterly*.

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## The IBM Electric: Its beauty is just a bonus

The first thing you notice about the new IBM Electric is its good looks. But there's more. For here is beauty combined with precise function, the result of the most thorough approach to typewriter development ever devised.

It is one of the most perfectly engineered quality products in the world. Every part is made a little stronger, a little better than it has to be. As a result, you can expect less "down time," teacher's schedules can be maintained, and students need not feel the demoralizing effect of wasted classroom time.

**Simplest keyboard.** The many exclusive features on the IBM Electric can help students raise their standards of performance. For example, a whole new principle, the "Buoyant Keyboard," enables the student to adjust key pressure to his individual "touch," thereby reducing finger fatigue and helping him develop increased confidence and skill. The keyboard itself is the essence of simplicity and no unnecessary gadgets intrude on the student's finger action, making both teaching and learning easier.

**Educational Aids.** In our desire to further share the responsibility for the success of each typing installation, IBM offers lesson plans, movies, bulletin board materials, and other educational aids, and a staff of consultants and business educators is available to provide assistance when desired.

If you would like to know more about this superb typewriter, our local representative would be pleased to show it to you at your school.

**IBM**

ELECTRIC TYPEWRITER DIVISION ®

